

CRITICAL INCIDENT: THE UNDERGROUND RAILROAD

4 E P I S O D E	THE SLAVERY QUESTION	
	Students read about the underground railroad and townspeople's views on the issue.	
	Materials	Teaching Master 4-1, <i>The Underground Railroad</i> , p. x Activity Guide 4A, <i>Reading for Information: The Underground Railroad</i> , p. x
	Grouping	Individuals or pairs for reading, whole class for discussion
	Schedule	Approximately 30 minutes
	RESPONDING TO THE SLAVE CATCHER	
	Students role play a response to the slave catcher in search of members of the underground railroad.	
	Materials	Teaching Master 4-2, <i>Slave Catcher</i> , p. x Teaching Master 4-3, <i>A Station in the Underground Railroad</i> , p. x Teaching Master 4-4, <i>Fugitive Slave Law</i> , p. x
	Grouping	Family groups and whole class discussion
	Schedule	Approximately 1-2 hour
CONCLUDING EPISODE 4		
Students write friendly letters in the role of their character reflecting on the events of the time.		
Materials	(Optional) Teaching Master 4-5, <i>Chattanooga Times</i> , p. x	
Grouping	Whole class; individuals to write letters	
Schedule	Approximately 30-40 minutes	

EPISODE OBJECTIVES

- **History** Examine the underground railroad system and its affect on a community. Explain how the underground railroad might have affected families. 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. Examine the events from different points of view.
- **Civic Competence** Explain how freedoms, rights, and responsibilities related to the laws of slavery. 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.



THE SLAVERY QUESTION

Setting the stage

In this episode, students should understand the prevailing views of slavery and people's response to the issue. There is no record that the underground railroad operated in this region; however, the issue is an important one, and students need to understand its impact on events of that time. An underground railroad is operating in another town and a family that was involved in the underground railroad in that town has moved to Chattanooga to avoid being caught as a member of the underground railroad. A slave catcher comes to town looking for the family--you decide what family is best suited for this role and brief them with the necessary information.

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.

Copy and distribute Teaching Master 4-1, "Reading: The Underground Railroad," for students to read or read aloud and have students listen. Use Activity Guide 4A, "Reading for Information: The Underground Railroad" as a guide for discussion. You may want students to individually or in pairs answer the questions before having a whole class discussion.

Organize students into their family groups and instruct the families to consider the range of positions townspeople have and decide their family's position. They should be able to explain the reasons why their family takes a particular position. Students may have other reasons for their positions that were not identified in the reading; that is fine as long as the reasons are logical to the storyline. Further, family members may not all agree on the same position. If that is the case, explore with students how that might affect family relationships.

Students should record their family's position and have at least two reasons for their position. Remind students that they may or may not want their position known by the other families.

Optional Activity Chattanooga Newspaper

If a family has the newspaper business, now is a good time to get the newspaper underway. The family can begin to do "one page" newspapers 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.

AUTHOR NOTE
Using the Newspaper Format
"In one pilot classroom all the students used the town's newspaper as a way of demonstrating their learning. They researched events of the time, wrote short articles and used the computer to make the newspaper. When the war started more characters participated in the newspaper writing explaining that many people had gone to war so people in the town had to pitch in the keep the newspaper going."

RESPONDING TO THE SLAVE CATCHER

Preparing for the role play

Arrange for a "slave catcher" to come to the classroom in search of the family who were conductors of the underground railroad--or you can play that role. A briefing for the role and suggested props are provided in Teaching Master 4-2 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 from the role played and the real person. If that person can stay for the debriefing and discuss his/her role out of character, that would be ideal.

As students are deciding their position related to the underground railroad, identify a family group that could have been a "station" in another town. Provide that family with Teaching Master 4-3, "A Station on the Underground Railroad" --the family should not let anyone else know about this situation.

To prepare for the role play post Teaching Master 4-4, "Fugitive Slave Law."

Role playing the slave catcher

You or another adult can play the role of slave catcher and tell students that the townspeople have been called to a community meeting. The slave catcher should tell the townspeople why he came and attempt 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 4-4). Have the slave catcher explain his position and what he wants and then let the meeting unfold letting students take the lead.

ACUSTOMIZE
Choosing a Leader
To facilitate the meeting you can ask one of the students--in role--to lead the meeting, or you can have the mayor run the meeting. One factor to consider is how engaged students are in role-plays. Selecting a leader in advance allows you to provide more structure to the role-play, and you can prepare the student-leader by coaching him or her with questions to ask the community.

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AUTHOR NOTE E **Adapting 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*."

AUTHOR NOTE E **Guiding the Discussion**

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

You may want to model role-playing with a student in the class if students are not familiar with the process. You can speak with students in and out of role to help students become comfortable with this activity. Sometimes, concepts are understood in role while other times students need to be out of role to personally respond to a situation.

Occasionally students need more information to fully participate in the role play. Once the role play is underway, you can act as the narrator 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. Johnson, I understand you were wondering why the (family involved) moved to your community?"

Discussing the role play

Ask students to discuss how their characters felt about this community meeting. Here are some questions to get started, but there may be others more important to discuss depending on how characters responded to the role play. Be sure to have the "slave catcher" discuss how he felt in his role.

- 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?
- 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?

ACONNECT

Music

Have students locate songs that were used to guide slaves in the underground railroad. "Follow the Drinking Gourd" and "Wade in the Water" are two good examples. Examine the lyrics to find coded information on how to escape and where to go.

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CONCLUDING EPISODE 4

Writing friendly letters

Have students brainstorm a list of the kind of information they might include in a friendly letter related to the events surrounding the slave catcher.

If you are using a six-trait writing program, "voice" and "word choice" are suitable topics of focus.

- Voice: Does the writer speak directly to the reader? Can the reader sense the person (character) writing the letter?
- Word choice: Are the words chosen specific and accurate to the event described? Are words used that vividly

describe the event? Are verbs lively and good descriptions of the event?

Focusing on these traits throughout the unit can help students develop depth of understanding and use of these traits.

✓ **Assessing the friendly letter** Students should be able to

- write the letter from their character's point of view.
- include accurate information about the event.
- describe how their character felt about the event.
- Effectively use "voice" and "word choice" to describe events.
- use a friendly letter format.

Again if time permits, students could share their letters with a partner, in small groups, or some could be shared with the whole class.

Optional: 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 4-5, "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 and Martin Luther King, Malcolm X and so forth.)

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Episode 4

Teaching Master 4-1 THE UNDERGROUND RAILROAD

Life on our town has been tense. There is debate about the slave issue and whether or not the North can tell the South what to do. There are no plantations in the area so the people of the town do not have much contact with that way of life. Our town is made up of people from all parts of America and immigrants from other countries. We are a new town and people have different beliefs about the slavery issue. The threat of a nation divided over the slavery issue is of concern to the townspeople. Most of the people of the town feel that the nation should not be divided; it should remain one country united. Further, the townspeople do not want to go to war over the slavery issue. People feel very strongly about this. No war!

There are rumors in town that one of the families worked in the Underground Railroad in another community in which they lived. However, this town is not on the Underground Railroad route.

The Underground Railroad was not really a railroad nor was it underground. The term symbolized a secret way in which slaves escaped to the northern states and Canada. People used terms related to the railroad as code words to communicate about the escape routes. Hiding places were called "stations" and people who helped with the escapes were called "conductors." Runaway slaves would travel by night and hide at the stations during the day. The conductors would provide food, clothing, and sometimes take the runaway slaves to the next station. It was very dangerous for both the runaway slaves and the conductors because if caught you could be jailed and would have to pay a heavy fine. When runaway slaves were caught, they were often mistreated and then taken back to their owners. Slave catchers were paid well for finding runaways so there was great risk for everyone involved.

People of the town are quietly talking to one another about the Underground Railroad. Some families do not support the idea of an Underground Railroad. Helping runaway slaves is against the law. Whether slavery is right or wrong does not make any difference, one must obey the law. Others believe slavery is morally wrong, but they do not want to get involved. In fact, some people keep their opinions on this issue to themselves because they do not want to get involved. When friends ask them how they feel about slavery, they change the subject or avoid answering the question.

Some families are simply afraid of what might happen to them if they voice support for the Underground Railroad. They do not want to risk being accused of supporting freedom for the slaves. They do not want people staying away from their business because of what they think about slavery. The risks are great. Other families do not see anything wrong with slavery. Slaves have been around for a long time, and that is the way it is. Why some of our closest friends own slaves! Slaves are important for the economy; and if we did not have slaves, there would be many changes. These families like the way things are and do not want to see change.

A few families believe that slavery is wrong, and they need to do their part to help. Some families speak out against slavery, but they do not want to get involved beyond making a verbal statement. There is a rumor that one of the families who recently moved to town has been part of the Underground Railroad before they moved here. Everyone in the family is sworn to secrecy. Any rumors of having been a station could put the family in danger. However, the rumors persist. Tensions are growing.

READING FOR INFORMATION: THE UNDERGROUND RAILROAD

Name: _____ Date: _____

Two issues were identified that most of the townspeople agreed upon.
What were they?

1. _____

2. _____

What was the Underground Railroad?

People had different views about the Underground Railroad.

What were the positions?	Why did they hold those positions?
1.	
2.	
3.	
4.	

2 Episode 4 Teaching Master 4-2 **SLAVE CATCHER**

Background

Students have been studying the events that led to the Civil War. They have constructed the community of Chattanooga, Tennessee in about 1860 and created families that live in this community 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 and each family was asked to take a position. One family has been identified as being a “station” for the Underground Railroad in the town they recently moved from. No one else in the community knows for sure 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 runaway slaves. You want to 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 the 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 had 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!

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 kind 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 the role play and into the debriefing of the experience.

It is important for you to participate in the debriefing so that students clearly understand that you were role playing, 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 IN THE UNDERGROUND RAILROAD

Your family was a station in the Underground Railroad and decided to move from your home to this new community because you feared that you were soon to be discovered. Just before you moved, a family of runaway slaves arrived. Family members included a mother, father, a boy 14, a girl 10, 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 was 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 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 decided immediately it was time to get out of town. You packed everything up, boarded up the house, and took off. You wanted to put distance between the slave catcher and your family. You told people that you were going to live with your grandmother because she was sick and needed your help. You were not so sure the townspeople believed you as you left in such a hurry. Luckily, in Chattanooga no one has asked you any questions about how you came to live there or why you decided to leave the other town. You are trying to start a new life and keep your past a secret.

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

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 entitled, *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 then was 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 entitled, *The Pro-Slavery Argument*.

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 16, 1859 caused several people's deaths including his two sons. Brown planned to take over the arsenal and then turn the town into a base for an uprising of slaves.

John Brown was born in Connecticut 59 years ago and became obsessed with freeing the slaves. During the trial, many stated that Brown was insane in an attempt to save his life. 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." **

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

** Ibid.

CRITICAL INCIDENT: THE PRESIDENTIAL ELECTION

5 E P I S O D E	<p>INTRODUCING THE PRESIDENTIAL ELECTION Students read about the candidates running for election and create a chart outlining their qualifications and positions on slavery.</p> <p>Materials Teaching Master 5-1, <i>Chattanooga Times</i>, p. x</p> <p>Grouping Individuals or pairs for reading, whole class for discussion</p> <p>Schedule Approximately 1 hour</p>
	<p>VOTING Students role play casting a vote for president--if their character is eligible to vote--and discuss the process.</p> <p>Materials (Optional) Props for a voting booth Teaching Master 5-2, <i>Ballots</i>, p. x</p> <p>Grouping Family groups and whole class discussion; individuals to vote--those who are eligible</p> <p>Schedule Approximately 45 minutes</p>
	<p>CONCLUDING EPISODE 5 Students interpret election results and write friendly letters in the role of their character reflecting on the events of the time.</p> <p>Materials (Transparency) Teaching Master 5-3, <i>Voting Results</i>, p. x</p> <p>Grouping Whole class for discussion; individuals to write letters</p> <p>Schedule Approximately 1 hour</p>

EPISODE OBJECTIVES

- **History** Explain how the presidential candidates represented differing viewpoints. Examine the moral questions related to the issues of slavery, unionism, and states' rights.
- **Government** Examine government in terms of how leaders are elected. 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. Examine the events from different points of view.
- **Civic Competence** 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.

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INTRODUCING THE PRESIDENTIAL ELECTION

Preparing for the event

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

CUSTOMIZEE

Student Debaters
Depending on time and interest level, students can participate in a debate as representatives of the four parties or adults can play those roles too. 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.

Read the following to students:

It is the first of November and the leaves have almost vanished from the trees. The presidential election is just around the corner. 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; or 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 who they are supporting for president. In the homes and businesses people are talking about the election and what will happen if Lincoln is elected. People fear 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 can change the direction of the nation so people are interested in supporting their candidate of choice.

With a sense of drama distribute Teaching Master 5-1, "Chattanooga Times," and explain that families should discuss the articles about the various candidates and then decide who they will vote for. Students could create a chart like the one below to help them outline the various candidates' positions.

ACONNECT

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. Students could create a chart to show candidates' past or current positions in government.

Name of Candidate	Positive attributes	Negative attributes	Position on slavery
Lincoln			
Douglas			
Breckinridge			

You may find that students need additional background information in order to prepare the chart and make a decision regarding who their character will vote for. Use the resource list at the beginning of the unit as a starting point for additional research.

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

- What was the main position of each of the candidates? (Write the names of the candidates and key points on the board to help students clarify the various candidates and their positions.)
- Why were there so many candidates running for president?
- 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 what was happening?

CONNECTE

Reading for Information

When students are reading and discussing nonfiction they are:

- Demonstrating understanding of main ideas and supporting details
- Making inferences or predictions
- Interpreting general and specialized vocabulary.



VOTING

Casting a vote

Arrange a polling booth and copy the ballots (Teaching Master 5-2). Explain to students that it is now time to vote and share with them which characters are entitled to vote. The character must meet the following qualifications: is a citizen of the United States, white male, and is age 21 or older. Explain that Lincoln is not on the ballot because the party representatives were not able to get his name on the 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.

Once eligible characters/students vote, discuss the voting rules of 1860. Use such questions as the ones that follow.

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

AUTHOR NOTE

Preparing for the Unexpected
"You may find that students will focus primarily on Lincoln as their president of choice. If that happens, raise issues in support of other candidates' positions to help balance the discussion."

Explain the rules we have today require that you must be 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.

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CONCLUDING EPISODE 5

Interpreting the voting results

Explain that the results are in and display as a transparency, Teaching Master 5-3, "Voting Results." Discuss the results and have students speculate on what might happen in their own community. Provide the election result of their voting.

- 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 the electoral votes?

CONNECTÉ
Interpreting Charts
When students read they are

- reading for information.
- interpreting information related to events of the time.
- drawing conclusions based on primary sources and data.

Writing a friendly letter about the experience

Have students--in character--write a letter to the person who they wrote to in Episode 4. They should focus on the events related to the presidential election as well as on their feelings about the events.

Once the letters are completed, students can share what they have written in small or large groups and then display the letters near their characters.

✓ Assessing the letter Students should be able to

- write the letter from their characters' point of view.
- include accurate information about the presidential election.
- describe how their character felt about the outcome of the election.
- follow the correct format for writing a friendly letter.

CONNECTÉ
Timeline
1860 Lincoln was elected President. Place this event on the timeline.

ACUSTOMIZE Pacing the Storypath

If sharing the letters with the class will slow the momentum of the *Storypath*, move on to the next episode. You could select some letters and write a response to a letter to introduce additional information or raise new issues to develop the storyline.

Chattanooga Times

LINCOLN RUNS FOR PRESIDENT

*The Great Debater wants to be
President of the United States.*

Chicago
May 1, 1860

In 1858, Abraham Lincoln ran for the United States Senate and was defeated by Stephen A. Douglas. Lincoln, a native of Kentucky has also lived in Indiana and Illinois. Lincoln was born in 1809 in Kentucky and his father was a farmer. Lincoln has gained experience in government having served four terms in the state legislature in Illinois. While serving in the state legislature, he studied law and in 1837, he received his license to practice law. He then decided to run for US House of Representatives. In 1846, he was elected to the US House of Representatives, but only served for two years.

In 1858, he was nominated to run against Douglas for the US Senate. During the campaign he stated, "A house divided against itself cannot stand. I believe this government cannot endure, permanently half *slave* and half *free*." Lincoln believes that slavery should not be in the territories. Lincoln regards slavery "as a moral, social, and political evil."

Lincoln, the Republican Party candidate, wants government to support building a railroad to the Pacific Ocean. He believes that immigrants should be allowed to come to the United States. He advocates that the United States remain one nation.

A Rematch! Douglas wants to be President

Stephen A. Douglas gained national attention when he challenged Abraham Lincoln to seven debates back in 1858 when they were both running for the US Senate. The focus of the debates was on whether or not slavery should be allowed in the new territories. Douglas argued that the people of the territory should have the right to decide that question. Douglas represented the Democratic party and won the election to the US Senate.

Douglas, born in 1813 in Vermont, moved to Illinois when he was 20 years old. He has a long record of public service serving as a prosecuting attorney, state Supreme Court judge, and member of the US House of Representatives and Senate.

Douglas is not a slave owner, but he does not object if others own slaves. Douglas believes that the people have the right to control slavery. He does not want to divide the United States over the slavery question. He believes that the United States must remain one nation. He thinks the problem of slavery can and must be settled peacefully .

Chattanooga Times

TENNESSEAN RUNS FOR PRESIDENT *JOHN BELL REPRESENTS THE CONSTITUTIONAL UNION PARTY.*

John Bell born in Nashville, Tennessee in 1797, is running for the presidency of the United States. Bell is patriotic and well qualified for the job. He is devoted to the Union and the United States Constitution, and the enforcement of its laws. Bell believes that the United States must remain one nation and not divide over the slavery problem. He supports slavery in the states but not the expansion of slavery into new states or territories.

Bell served in the US House of Representatives from 1827-1841 and was Speaker of the House from 1834-1835. He was Secretary of War in 1847. From 1847-1859, he was a US Senator from Tennessee. He was born in 1797 in Nashville, Tennessee so he known by the people of the state.

VICE PRESIDENT BRECKINRIDGE CANDIDATE FOR PRESIDENT *BRECKINRIDGE TO REPRESENT THE SOUTHERN DEMOCRATIC PARTY*

John C. Breckinridge was elected as Vice President of the United States in 1857 and serves under President James Buchanan.

Breckinridge was born near Lexington, Kentucky in 1821. After graduating from college, he became a lawyer. He fought in the Mexican War in 1847, and in 1849, he was elected to the Kentucky state legislature. In 1851, he was elected to the US House of Representatives from Kentucky

Breckinridge believes that the United States government must protect slavery. He believes that US Constitution protects the right of states to decide their own fate. That is the rationale for his support of slavery in the Southern states.

BALLOTS

Ballot	
President of the United States	
Vote for one	
0	John Bell, The Constitutional Union Party
0	John C. Breckinridge, Southern Democratic Party
0	Stephen A. Douglas, Northern Democratic Party

Ballot	
President of the United States	
Vote for one	
0	John Bell, The Constitutional Union Party
0	John C. Breckinridge, Southern Democratic Party
0	Stephen A. Douglas, Northern Democratic Party

Ballot	
President of the United States	
Vote for one	
0	John Bell, The Constitutional Union Party
0	John C. Breckinridge, Southern Democratic Party
0	Stephen A. Douglas, Northern Democratic Party

VOTING RESULTS

CANDIDATE	POPULAR VOTE	ELECTORAL VOTE*
LINCOLN**	1,865,593	180
BRECKINRIDGE	848,356	72
BELL	592,906	39
DOUGLAS	1,382,713	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 were educated, 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.**

CRITICAL INCIDENT: THE ONSET OF WAR

6 E P I S O D E	TENSIONS BUILD.	
	Students learn about the events that led to the secession of the southern states.	
	Materials	Teaching Master 6-1, <i>Chattanooga Times</i> , p. x Teaching Master 6-2, <i>Rev. McCallie's Account of Events</i> , p. x
	Grouping	Whole class
	Schedule	Approximately 1 hour
	TAKING A POSITION	
	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	None
	Grouping	Family groups, whole class, and individuals to write friendly letters.
	Schedule	Approximately 1 hour
CONCLUDING EPISODE 6		
Students respond in character to the arrival of wounded and sick troops and then do a response project.		
Materials	Teaching Master 6-3, <i>Martial Law Broadside</i> p. x Signs made to scale for the town that show businesses closed Activity Guide 6A, <i>Response Project</i> , p. x Activity Guide 6B, <i>Sense Poem</i> , p. x	
Grouping	Whole class to discuss the events and individually or pairs to do the response project	
Schedule	Approximately 1-2 hour	

EPISODE OBJECTIVES

- **History** Examine the causes and effects of the Civil War. Explain how families might have responded to secession and the position they might have taken related to the events. Examine the costs of war to individuals, families, and communities. 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. Examine the events from different points of view. 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. Explain actions citizens can take to influence public policy decisions and examine the ethical and moral dimensions of such actions.

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TENSIONS BUILD

Setting the stage

In this episode students read about events that led to the outbreak of war, respond to their state's secession, and the town being occupied by Confederate troops.

Have students read Teaching Masters 6-1, "Chattanooga Times," about the events that led to the outbreak of war between the states. For the two articles students can identify the most important ideas and write a summary statement. One option is to model the process in the first article and then let students practice summarizing the other article. Discuss the important ideas of each article and then record the important events on the timeline.

Narrative

Read the following to students explaining that one of the residents of the community has written about the recent past and this will bring the story up to date. One of the community members, Reverend TH. McCallie, a minister at one of the local churches recounts what has happened:

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

CONNECTÉ
Vocabulary
Development
Reading primary documents can introduce students to unfamiliar words written in context. Discuss such words as: political ferment, secede, doctrine, aggrieved, subversive, tyranny, adjudication, and bone of contention. Students can speculate on the meaning of the words, verify their meaning and then add the words to the word bank. Use Teaching Master 6-2 as a transparency so students can see the words in context.

war.*

TAKING A POSITION

Dramatizing the event

Begin by asking students how they feel about these events. Guide the discussion so that students understand that families are being forced to decide what they are going to do. Should members of the family support the secession; if not, should they leave Tennessee and go north? You want to discourage this action because groups of students will no longer have a role in the *Storypath*. Reasons why this would not be a good option:

- 1) They 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.
- 2) 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.

Some family members may want to become soldiers for the North or the South. If that is their choice, then those family members individually need to write a letter to their family explaining why they decided to join the fighting and which side they will fight for and why. Slaves may also want to try to get to the North to join the fight. Again, they should write letters explaining their position.

Have students move into their character roles and explain that they need to discuss the start of the war and what that will mean to their family. 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? You might write the questions on the board to focus the family discussions.

Calling 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.

- 1) There is fear of the Negroes at this time so a curfew must be adopted. No Negroes can be away from their homes after

CONNECT

Dramatizing the Events

Depending on how well students have assumed their characters' roles, you may want students to select a few students who can model for others the drama of the situation. Also, you can assume a role to help students understand the magnitude of the decisions and the risks involved. Students may suggest remaining neutral, guide the discussion so that students examine this stance as well.

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

* Govan, F.E. & Livingood, J.W. (1952) *The Chattanooga Country: 1540-1951*. New York: E.P. Dutton & Co., Inc. p.189.

** Ibid. pp.190-191.

7:30 at night.

- 2) The railroads are critical to the movement of troops and items needed for war. The railroads must be protected from sabotage.
- 3) 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.
- 4) Women need to start sewing uniforms for the Confederate troops.
- 5) The town will soon be occupied by Confederate troops.

Have the mayor call the meeting share the above information, and 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 read about the actual events and compare and contrast their own response to the events making this an important and memorable learning experience.

ACONNECT

Current Events

Have students locate current articles in the news where civil wars are happening. Students can compare and contrast these current events to the events of the past--including tactics and motivations of the groups on both sides of the issue. (This is also included as an optional synthesis activity.)

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 in this activity. However, encourage students to find evidence that a character such as theirs would have fought in the war. Encourage them to draw on primary sources, photographs, and paintings from a variety of resources to imagine what life in the war was like. Have them send letters to their families describing their experiences. One important factor, however, the character should not die. They can be wounded, but they should recover. If they die that presents two problems: the character no longer has a role in the *Storypath*, and students may grieve for their lost character.

When students are asked later in this episode to write their friendly letters, this assignment can be modified so that students who have chosen to become soldiers can write letters home from the war. The concluding activity in this episode also provides an opportunity to present information

ACONNECT

Technology

The Internet is an excellent source of information on the Civil War. Students can download photographs, text, and sketches for their classroom projects. The word processor can also be used for creating

about the war experience. Provide time for students to share and discuss this information.

written text for their projects.

Examining the moral questions

In understanding the events for which the townspeople faced, have students reflect on the town meeting out of role. Use such questions as the ones that follow to raise issues:

- If a family did not support the South and 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 we have as citizens in a democracy?
- What are the risks to families when they take unpopular stand from others in the community?
- What if people believe that war of any kind is wrong, what can they do? (*Introduce the concept of conscientious objector.*)

CONNECTÉ

Language Arts

Students are incorporating letter writing skills when they

- describe events as though they were a fictional character. (point of view)

- include information about other characters. (characterization)

- write fictional letters about a time and place in history. (historical fiction)

Writing about the community meeting (Optional)

Tell students that they should continue their correspondence--letter writing--and describe what took place at the community meeting. Have students write their letters and then share their letters in small groups among various families. Compare and contrast the letters 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.

✓ Assessing the letter Students should be able to

- write the letter from their characters' point of view.
- include accurate information about the community meeting.
- describe how their character feels about the event.
- follow the correct format for writing a friendly letter.



CONCLUDING EPISODE 6

Setting the scene

Before reading the narration and while students are out of the classroom, post the "Martial Law Broadside" on the board (Teaching Master 6-3) and then add “Businesses Closed by Order of the Confederate Army” on the businesses in the town that sell groceries. At the railroad station post a sign that reads, “Railroad Station Closed by Order of the Confederate Army.”

Narrating the *Storypath*

CONNECTÉ
Timeline
November, 1861
Confederate troops
arrive in town. Place this
event on the timeline.

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.”**

After reading the above 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 and 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

ACONNECT

Listening

Students practice listening skills to gain understanding when they

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

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.

Reflecting on the narration

Discuss with students the narration using such questions as

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

Responding to the arrival of troops

A response project such as those described on Activity Guide 6A can deepen students' understanding of the human suffering related to the war and reinforce research skills.

Depending on student interest, time factors, and available resources, provide students the option of selecting one of the project ideas or have everyone complete the same project. If time is a factor, a sense poem is suggested and everyone can write one. For a description of this see below.

Use Activity Guide 6A, "Response Projects" to instruct students on the process for developing their projects. If students have been involved in creating rubrics for projects, this would be a suitable time to do one. You may also want students to do the projects with a partner. You decide what best meets your needs.

A sense poem (Activity Guide 6B) is created by using words to describe an event (I see, I hear, and so on) and then deleting the subject and verb in the final draft. You can write the nearly-completed poem below on the board as a model for students, and then erase the subject and verb from each line to demonstrate how the poem is completed. Begin the process by adding words to the word bank related to the narrative. Then demonstrate how the poem is written.

Sense Poem

I see tired wounded soldiers	Tired wounded soldiers
I hear quiet moans	Quiet moans
I touch cold rough hands	Cold rough hands
I smell dirty unwashed bodies	Dirty unwashed bodies
I feel tears running down my cheeks	Tears running down my cheeks

Provide time for students to share their projects or sense

CONNECTÉ

Timeline

February, 1862 Nashville is evacuated by Confederate troops. Sick and wounded soldiers arrive in Chattanooga. Place this event on the timeline.

poems.

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. His victory was aided by a split 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 east 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 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. 363.

** 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:	to formally withdraw 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.**

RESPONSE PROJECTS

The recent events have touched your heart. To see so many people suffering from the horrors of war is almost more than one can bear. In order to help you get through this difficult time, you have decided that you want to record this event. Select one of the following projects:

- Write a letter to the person you have written to throughout the *Storypath* describing the arrival of sick and wounded soldiers.
- Draw a sketch of a scene of the town.
- Make a diorama showing how the railroad, hotel, your home or some other place in town has changed as a result of what has happened.
- Locate old photographs that reflect the events, copy the photos that are representative of the event, write captions and create a book.
- Write a song or poem to record the event.
- Create a WEB page.
- Propose your own idea.

Steps to follow

Step 1E Write down the important ideas you want to share.

Step 2E Decide on the best way to show your project: letter, sketch, diorama, song, poem, WEB page, or your own idea.

Step 3E Organize your work.

1. Gather materials
2. Draft or sketch your plan
3. Be sure your information is accurate

Step 4E Do your project.

Step 5E Finalize the project. Assess the project using the criteria listed below.

Written projects

- Are your ideas clearly presented?
- Did you use the correct format for the written project?
- Is the information accurately presented?
- Is information vividly presented?
- Did you check spelling, punctuation, and capitalization?

Visual presentations

- Is it well organized?
- Is it carefully prepared?

- Are objects in the right size in relation to each other?
- Are colors used to vividly show information?
- Is information accurately presented?

WRITING A SENSE POEM

Name _____ Date _____

Step 1E Select a theme

Imagine you are watching the arrival of the trains with the sick and wounded soldiers and then helping to take care of them. Imagine one scene in that event. What would you see, hear, touch, smell, and feel? Complete the lines below.

I see _____

I hear _____

I touch _____

I smell _____

I feel _____

Step 2E Write your poem.

Rewrite your poem on a separate sheet of paper. Do not include the first two words of each line.

Step 3E Add the finishing touches to your poem.

- Show your poem to someone else. Talk about the words you have used for your poem. Are these the best words to use? Are there words that are more descriptive? Does the poem create a vivid picture of the event?
- Check spelling and capitalization.
- Make any changes that will make your poem better.

CRITICAL INCIDENT: THE SIEGE

7 EPISODE 7 EPISODE 7

THE WAR CONTINUES

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

Materials Teaching Master 7-1, *Major Battles of the Civil War*, p. x
Teaching Master 7-2, *Personal Accounts of the War*, p. x
Teaching Master 7-3, *The Gettysburg Address*, p. x

Grouping Whole class

Schedule Approximately 1-2 hour

THE ARRIVAL OF UNION SOLDIERS

Students respond to the arrival of Union soldiers and make changes to their town consistent with the storyline.

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

Grouping Family groups and whole class

Schedule Approximately 1 hour

EXPERIENCING THE SIEGE

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

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

Materials None

Grouping Whole class to discuss the events and individually to write letters

Schedule Approximately 1 hour

EPISODE OBJECTIVES

- **History** Examine the causes and effects of the war between the states. Explain how families might have responded to the occupation of the army and siege. 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. 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. Practice civic discussion and participation in town meetings. Explain how the "common good" can be strengthened when citizens are faced with tragic circumstances.



CONNECTÉ
Oral Communication
 When students read primary documents they can practice

- speaking at a volume and rate that enables other to follow
- speaking fluently and expressively
- using good posture and eye contact
- using facial expression and body language to enhance presentation.

THE WAR CONTINUES

Providing background information

Use the Teaching Master 7-1, "Major Battles of the Civil War," to discuss the various battles. Have students place these battles on the time line and then have students read aloud Teaching Master 7-2, "Personal Accounts of the War." You want to create a somber mood for this aspect of the *Storypath*. Students who have chosen to have their characters fight in the war can create their own letters about the battles and these can be read as well--however, they should review primary documents and other resources when creating their letters to make them historically accurate. Students reading primary documents can share the readings by reading a paragraph alternately with a partner. They should practice reading their accounts before reading aloud to the class.

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

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 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 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.

ÁAUTHOR NOTE
Pacing the Storypath
 "The goal at the beginning of this episode is to help students understand the devastating effects of war. Depending on student interest and time factors, decide which and how many of the readings to read aloud."

ÁCONNECT
Listening
 Students practice listening skills to gain understanding when they

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

* McCallie, pp. 36-37.

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 would do once they heard 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?
- If slave characters have been created for this *Storypath* ask, 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 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 response as though they are

** McCallie, pp. 43-46.

*** McCallie, pp. 47-50.

**** McCallie, pp. 51-56.

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 that 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 and then have students read the "Gettysburg Address," Teaching Master 7-3.

News reaches our community about the battle at Gettysburg. We are shocked to learn that 7,000 soldiers had 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 which makes the problems even more difficult. Sightseers are coming too to see the gruesome scene. A few weeks have passed and a dedication 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:

Distribute Teaching Master 7-3.

THE ARRIVAL OF UNION SOLDIERS

Setting up the critical incident

Explain that it is time to continue the *Storypath* specifically related to our town. Read Rev. TH. McCallie's account of life during 1863.

Part I

During the year 1863, the times grew more appalling. Soldiers were in the city more plentiful than ever. After the battle of Murhreesboro, this city became a veritable storm center. Bragg [a general in the Confederate Army] fell back

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*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 happen 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 the opposite side of the Tennessee River. In a moment another shell screaming and another cannon booming. The solders 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....

Part II (Optional information--you decide how necessary and engaged students are in listening to this part of the narrative.)

At length came the fatal day, the 9th of September, 1863. The Confederate cavalry withdrew about 9 o'clock in the morning and 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 Army 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 shoe string 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 highlighting important events using such questions as:

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 the Confederate soldiers were different from the Union soldiers?

Responding to the critical incident

Have students meet in their family groups and discuss how they think their families were personally affected by these events. Follow up with the discussion and then ask students to decide in what ways their town will change because of the occupation.

Such changes could include the building of barracks, fortifications around the town, setting up 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 could also write about this if they would prefer. A range of responses would enrich their understanding and respond to the various learning preferences of students. 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.

AAUTHOR NOTE
Kinesthetic and
Spatial Learning
Having students
physically change the
setting to reflect the
changes to the
community, makes these
events more powerful
and concrete.

Slave characters might want to join the army, if this issue arises, ask an adult, (or you can play that role) to role play a scene letting the events unfold consistent with the storyline.

Additionally, have a few students conduct role-plays for the class dramatizing their reactions to the arrival of the Union Army. Pace the role plays so that the storyline does not become bogged down. Use the role plays to raise questions about the event or to explain and elaborate to deepen students' understanding of the arrival of the Union army and its relation to other events of the time. For example, set the scene that describes two characters meeting on the street and then have students carry on the conversation.

EXPERIENCING THE SIEGE

Narrating the story

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....

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...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 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 was now under siege. We are trapped; no civilians

can leave, no supplies can get into the town.

Discussing the narrative

Discuss unfamiliar terms: camp followers, detonation of cannon, pontoon bridges, trench, fortified, and siege. Add these words to the word bank. Again, discuss the changes that have happened in the community because of the narrative. Students can make the changes described to their community by taking down the trees, building fortifications with them and showing trenches around the city. In addition, students could show how soldiers were camped in their yards. Everyone should have a task to do to make a change to the community; however, limit the time so that you can maintain the pace of the *Storypath*.

Calling a town meeting

Brief the mayor on calling a town meeting to talk with the civilians about their fears and how they might work together to keep themselves safe and out of harm's way. Discuss with the mayor ways he or she can communicate the seriousness of the situation. Remind students of the seriousness of the situation and have them discuss first in their families how they might respond before going to the town meeting. Stress to them that their lives may be in peril. Cannon could destroy their homes, people could be killed or starve to death. How can 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 forces, General Thomas, to voice their concerns about their safety. You or another adult can play the role of the general. This is the time in the *Storypath* where you need to facilitate in the storyline keeping it logical to the events of the time, but letting students imagine how it would feel to live in a town under siege.

Continuing the 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

AUTHOR NOTE
Dramatizing the Events.

To keep students connected to their character roles, take a few minutes to have them do mini role plays discussing the events happening in their community.

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 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 cannon 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?"*****

Discussing the narrative

- What happens 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 won a victory? Those characters that have decided to fight 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 out of role discuss how the characters in the *Storypath* might have responded.

CONCLUDING EPISODE 7

Writing about the siege and battle

Tell students that they should continue their correspondence--letter writing--and describe the siege, the Battle Above the Clouds and their family's responses to these events. Have students write their letters and then share them in small groups among various families. Compare and contrast the letters noting how the characters bring their own point of view to what happened.

√ **Assessing the letter** Students should be able to

- write the letter from their characters' point of view.
- include accurate information about the siege and the battle.
- describe how their character felt about the events.
- follow the correct format for writing a friendly letter.



CONNECTÉ

Language Arts

Students are incorporating letter writing skills when they

- describe events as though they were fictional characters. (point of view)
- include information about other characters. (characterization)
- write fictional letters about a time and place in history. (historical fiction)

ÁCONNECT

Timeline

Add the date of the Battle Above the Clouds," November 23-25, 1863. Place this event on the timeline.

MAJOR BATTLES OF THE CIVIL WAR*

Battle	Significance
Fort Sumner July 12-14, 1861	Opening shots fired. War declared
First Bull Run July 21, 1861	First battle; Confederates prove their strength.
Fort Henry February 6, 1861	Grant's new ironclad gunboats batter and flood the fort--Union victory.
Fort Donelson February 16, 1862	Union victory. Grant demands "immediate and unconditional surrender."
Hampton Roads March 8, 1862	First major U.S. naval encounter: the North's <i>Monitor</i> fought the South's <i>Merrimac</i> .
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 23,000.
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.

* Armento, B.J. et.al. (1991). *A More Perfect Union*. Boston: Houghton Mifflin Company, p.350.

PERSONAL ACCOUNTS OF THE WAR

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 unremitting, 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....

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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,

His 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

=====
John Parker^{***}, a Negro 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.

^{*} Meltzer, M. ed. (1989) *Voices of the Civil War*. New York: HarperTrophy, p. 65.

^{**} Ray, D. (1991) *Behind the Blue and Gray: The Soldier's Life in the Civil War*. New York: Lodestar Books, p. 46.

^{***} Hansen, J. (1993) *Between 2 Fires: Black Soldiers in the Civil War*. New York: Franklin Watts, p.40.

GETTYSBURG ADDRESS

Fourscore 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 can not dedicate--we can not consecrate--we can not 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 their 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.*

* Basler, R.P., ed. (1953). *The Collective Works of Abraham Lincoln*. New Brunswick, NJ: Rutgers University Press.

CONCLUDING EVENT: PEACE AND REBUILDING

8 EPISODE 8	INTRODUCING THE CONCLUDING EVENT 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 Students design a monument to commemorate the events of the <i>Storypath</i> and to rebuild a sense a community among the townspeople.
	Materials Art supplies for sketching and then creating the monument (Optional) Food, music, artwork for the ceremony
	Grouping Small groups and whole class
	Schedule Approximately 2 hours
	CONCLUDING EPISODE 8 Students write letters about the dedication and speculate about the future.
	Materials None
Grouping Whole class to discuss the events and individually to write letters	
Schedule Approximately 1 hour	

EPISODE OBJECTIVES

- **History** Examine the causes and effects of the Civil War. 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. Work with others to plan and organize the community monument and dedication.
- **Critical Thinking** Define issues or problems that might arise from events of this period. Examine the events from different points of view. Organize ideas from the *Storypath* and class discussion in new ways to plan the dedication.



CUSTOMIZEE
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.

INTRODUCING THE CONCLUDING EVENT

Concluding the *Storypath*

In this episode, students will conclude their *Storypath* by discussing 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.

Narrating the story

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

*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?**

AUTHOR NOTEE
Student Ownership
 "Letting students plan and prepare the dedication is important to maintain their ownership for the

Preparing for the concluding activity

Brief the mayor by "suggesting" that the tragic events of the war and the difficulties people faced need to be

ACONNECT
Timeline
 April, 1865, Less surrenders to Grant at the Appomattox Court House, Virginia. The war is over. Place this event on the timeline.

* Rev. T.H. McCallie, *An Early Family Record: The McCallie Family in Tennessee*. Unpublished manuscript. pp. 66-67.

concluding event."

commemorated to bring the community together 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 the call a community meeting to discuss what kind of monument the community might create. The meeting should begin by identifying what were the events that touched the townspeople's lives. List those on the board and then brainstorm possible monuments that could commemorate those events.

Have students identify the emotions related to the events-- make a list--so that as they play out their roles at the community gathering, they can think about how their character might feel and the "mixed emotions" that this event evokes.

E

REBUILDING THE COMMUNITY

Holding the 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, pairs, or individuals sketch designs.

Students should be able to explain how their design represents the theme. Once the designs are done, vote on the one--or more--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 dedication.

Brainstorm with students ideas of what might happen at the dedication. Students might list such activities as songs, speeches, and potluck, ribbon cutting and so forth. Generate a list that provides all students with a task to prepare for the dedication with characters being responsible for tasks consistent with their role.

The list might look like the following:

Songs Students can research the songs of that period or create their own based on the events of their *Storypath*. Students could learn the songs and their origins and teach or perform for the others.

CUSTOMIZEE

The Dedication

You can make this dedication 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.

ACONNECT

Language Arts

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)

ACONNECT

Language Arts

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)

Speeches	Short speeches recounting the events of the past and statements of inspiration for what lies ahead.
Food	A potluck can be prepared for the dedication. Students can research recipes and food items that would have been consistent with that time and place.
Poems	Students could write poems to commemorate the events of the past.
Artwork	Students could make quilts, “engravings,” prints, commemorative plaques for this event.

Holding the dedication ceremony

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



CONNECTÉ

Language Arts

Students are incorporating author skills when they

- describe events as though they were fictional characters. (point of view)
- include information about other characters. (characterization)
- write fictional letters about a time and place in history. (historical fiction)

CONCLUDING EPISODE 8

Writing about the dedication ceremony

Have students-in character-write a final letter about the dedication and its significance to their character and the community and consider what lies ahead for their families and community. Once the letters are completed, students can share what they have written in small or large groups.

✓ Assessing the letters Students should be able to

- write the letter from their characters' point of view.
- include accurate information about the dedication.
- describe why the dedication is important to their character and to the community.
- speculate on what lies ahead and what that will mean for their families and community.

Discussing the ceremony

Have students reflect on the dedication. 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 dedication one of mixed emotions--happy, sad, disappointment?
- What do you think will happen to these families in the

future?

- Do you think families might be faced with similar kind of decisions today?
- What can we learn from the families and events that have happened in this *Storypath*?

Preparing 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 students created was a simulation, they were genuinely invested in the events of the time and their impact of the lives of people.

The next step in student 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 a selection of synthesis activities on the following pages.

Extending Students' Experiences

There are a number of activities that would be appropriate to follow-up on this *Storypath* and extend students' understanding of this historical period. The *Storypath* has established a rich context for understanding other events of that period as well as what follows.

À Reading text material Students can read social studies textbooks about these events--the events leading to the Civil War, the war itself and reconstruction--with a context for understanding the text. Because they have "lived their experience" through the *Storypath*, they have an investment in comparing and contrasting their *Storypath* experiences with historical text.

Questions such as the ones that follow can guide them through the reading process.

- How is the textbook's account similar or different from the *Storypath*? If there are differences, speculate on why that is the case.
- What was happening in other regions of the country

during this time?

- How do you think slaves felt about these events and the aftermath of the war?

À Research events of the time Students can research various topics that they would like to learn more about, or you can direct the topics students investigate. You might want students to use primary documents. The *Storypath* unit provides a context to examine primary documents and learn more about other events of that period. You can organize the topics by regions and how they were impacted by the war, significant events of this time, or study of individual people of that period.

À Biographical research Students can read biographies of various people of that period and prepare reports for oral presentations. The range of historical figures provides many options for students and a breadth of additional information about other events of that time.

À Literature circles Students can select books from this time period that develop themes such as perseverance and courage, standing up for what you believe, or dealing with change to extend their understanding of the events of this time. There are a wide range of books about the Civil War and slavery and students will read these books with a deeper understanding of these events because of the *Storypath*. Response activities to their literature such as journal writing, artistic responses, small group discussions, and book presentations can provide students with a rich set of learning experiences.

3 SYNTHESIS ACTIVITIES

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 are multimodal. They allow for variances in students' strengths and weaknesses as learners. They also allow you to assess students on a variety of subjects on a number of different levels.

1. CREATING A PHOTO ALBUM

Activity

Select (copy) photographs of six events that you believe are significant to this period. Write captions for each of the photos that explain the significance. Also, include photos that show evidence of how people lived. You decide what photos do that best. 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 got 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 photos that show evidence of how people lived.
- captions explain why the photos are significant to this period.
- is logically sequenced, well organized, and carefully prepared.
- a list of sources for the photos is included.
- 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*.

- Summarize the current event. What is happening? Why is there conflict? How are people responding to the conflict? What injustices have been identified?
- List at least three similarities from the events in the news.
- Explain how these similarities in the news are similar to the events in the *Storypath*.
- Write a paragraph offering suggestions for what the people should do who are involved in the conflict. Your suggestions should be based 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, three similarities are identified including injustices related to unfair treatment and ways in which people respond to conflict.

- appropriately links at least three of the events of *A Nation Divided Storypath* to the events summarized in the current event.
- suggestions to the people involved in the current event reflect an understanding of events leading to the Civil War, the conflict itself and how people responded to the events of the time. The student is able to infer cause and effect in the current event.
- is logically sequenced, well organized, and carefully prepared.
- demonstrates correct grammar and mechanics of English.

3. "My Portfolio"

Activity

Assemble at least five items from your experience in the *Storypath* that represent important ideas or skills that you learned. You may include your friendly letters, response project, or any other materials that you prepared for the *Storypath*.

After you have selected the items, write at least one paragraph about each item. You can group all the letters together and write just one or two paragraphs about the combination of letters.

For each item, you should describe

- why you selected the item.
- what you learned from completing the item.
- what the item tells about the events related to the Civil War.

Somewhere in your written response, you should describe

- the role of your character.
- your ideas about the benefits and costs of the war. Include at least three ideas.

Criteria for Assessment

Learning objectives are demonstrated if

- an explanation is provided stating why each item was selected and its importance for learning.
- the portfolio demonstrates an understanding how the families of that time lived, the conditions that led to the war, the war, how the families responded to and were shaped by the events of the time.
- the reflections are thoughtful, well organized, and clearly communicated.
- demonstrates correct grammar and mechanics of English.