

COMMON CORE  
Lessons & Activities

# THE CIVIL WAR

## Key Battles & Events

Reading for Information

Higher-Order Thinking

Writing Prompts

Primary Source Analysis

Vocabulary

Graphic Organizers

Map Activities

& More!

**REPRODUCIBLE**

*One teacher is allowed to make copies for use in her/his classroom!*



# Common Core Lessons & Activities: The Civil War: Key Battles & Events

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Published by Gallopade International, Inc.

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Printed in the U.S.A. (Peachtree City, Georgia)

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**G:** Includes Graphic Organizer

**GO:** Graphic Organizer is also available 8½" x 11" online  
download at [www.gallopade.com/client/go](http://www.gallopade.com/client/go)

(numbers above correspond to the graphic organizer numbers online)

## PRIMARY SOURCE ANALYSIS

# Secession

This cartoon, titled “The Secession Movement” depicts the first states seceding from the Union to form the Confederacy.

Look at the cartoon and answer the questions



South Carolina	Go to the whole hog—Hickory is dead, and now we'll have it.
Florida	Go to Carolina! We are the boys to “wreck” the Union.
Alabama	We go blind, Cotton is King!
Mississippi	Don't turn with the Union. Mississippi “repudiates her bonds.”
Louisiana	Go to boys! We'll soon taste the “sweets” of secession.
Georgia	We have some doubts about “the end” of that road and think it expedient to deviate a little.

Courtesy of Library of Congress

- Who is leading the charge? What is the significance of the order of the figures?
- From what point of view is the cartoon drawn? Explain.
  - What can you infer about the artist's opinion of secessionist states? What details from the cartoon support your conclusion?
- What is the main message conveyed by this cartoon?
- What can you infer about Alabama's reasons for seceding?
- Why is Georgia separated from the other states? Explain.

# First Shots of the Civil War

Read the texts and answer the questions.

Union Major Robert Anderson wrote, “Fort Sumter is a tempting prize, the value of which is well known to the Charlestonians, and once in their possession, with its ammunition and armament and walls uninjured and garrisoned properly, it would set our Navy at defiance, compel me to abandon this work, and give them the perfect command of this harbor.”

Union Major Anderson took possession of Fort Sumter in December 1860, following South Carolina’s secession from the Union. However, his position left him trapped by the Confederate military and with a limited supply of ammunition and vital supplies.

Francis Pickens, governor of South Carolina, instructed Anderson to leave the fort, but Anderson refused. South Carolina’s growing military presence in the harbor prompted President Buchanan to send troops and supplies to aid Anderson. However, Confederate ships fired upon the Union supply ship and it retreated.

More states seceded from the Union and joined the Confederacy. On April 10, 1861, after learning that newly elected President Lincoln planned to send reinforcements to Fort Sumter, the Confederacy gave General Beauregard an order to attack “in such a manner as you may determine to reduce it,” unless Anderson removed his troops from the fort.

Anderson refused to retreat. On April 12, the Confederate army attacked Fort Sumter. The Civil War had begun!

1. What can you infer about the location of Fort Sumter? Cite details from the text to support your answer.
2. A. What is meant by the phrase, tempting prize?  
B. Who was Fort Sumter a tempting prize for?
3. Why did Union Major Anderson take possession of Fort Sumter? Cite primary source evidence to support your answer.
4. What did the Confederacy mean when it ordered General Beauregard to attack “in such a manner as you determine to reduce it”?



## COMPARISON OF PRIMARY SOURCES

# Fighting for a Cause

Read the advertisement, read the quotation, and answer the questions.

This advertisement was placed by the U.S. War Department during the Civil War.

## TO COLORED MEN!

### FREEDOM, Protection, Pay, and a Call to Military Duty!

On the 1st day of January, 1863, the President of the United States proclaimed FREEDOM to over THREE MILLIONS OF SLAVES. This deed is to be enforced by the power of the Nation. On the 21st of July last he issued the following order:

#### PROTECTION OF COLORED TROOPS.

"General Order, No. 233.

"The following order of the President is published for the information and government of all concerned:—

EXECUTIVE MANSION, WASHINGTON, July 30.

"It is the duty of every Government to give protection to its citizens, of whatever class, color, or condition, and especially to those who are duly organized as soldiers in its service. The laws, regulations, and the usages and customs of war, as carried on by civilized powers, permit no distinction in the honorable treatment of prisoners of war as public enemies. To sell or enslave any captured person on account of his color, is a crime against the laws of God, and a crime against the civilization of the age.

"The Government of the United States will give the same protection to all its soldiers, and if the enemy shall sell or enslave any one because of his color, the same shall be punished in retaliation upon the enemy's prisoners in our possession. It is, therefore, ordered, for every soldier of the United States, killed in violation of the laws of war, a rebel soldier shall be executed; and for every one enslaved by the enemy, or sold into slavery, a rebel soldier shall be placed at hard labor on the public works, and continued at such labor until the other shall be released and receive the same treatment due to prisoners of war.

"ABRAHAM LINCOLN."

"By order of the Secretary of War,

D. TOWNSEND, Assistant Adjutant General."

That the President's earnest the rebels soon began to find out, as witness the following order from his Secretary of War:

Courtesy of the National Archives

This quotation was written by Frederick Douglass, a leader of the abolitionist movement.

"Once let the black man get upon his person the brass letter, U.S., let him get an eagle on his button, and a musket on his shoulder and bullets in his pocket, there is no power on earth that can deny that he has earned the right to citizenship."

— Frederick Douglass

**PART A:** Use the advertisement to answer these questions.

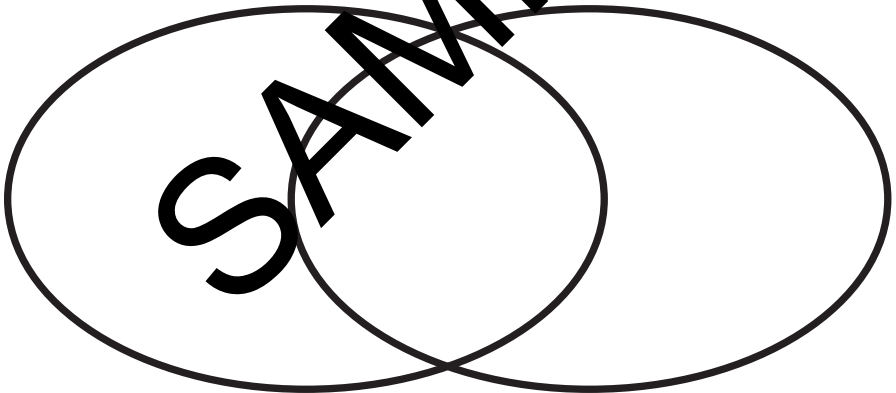
1. Who is the primary audience addressed by this advertisement?
2. Where would the advertisement most likely have been placed?
3. What is the purpose of this advertisement?
4. How does it attempt to achieve its purpose?
5. In your opinion, is this advertisement effective? Why or why not? Predict how a freed slave might react to this advertisement.

**PART B:** Use the quotation to answer these questions.

6. What do the “brass letter” and the “eagle on his button” symbolize?
7. Summarize the main message of this quotation in your own words.
8. What can you infer about Frederick Douglass’ opinion of freed slaves serving in the Union army?

**PART C:** Use both primary sources to answer these questions.

9. Identify the common theme shared by both primary sources.
10. Use the Venn diagram to compare and contrast the two primary sources.



### Writing Prompt

*Black soldiers faced a much greater danger than whites when captured by Confederate troops. If captured by the Confederacy, officers of black regiments faced severe punishment and black soldiers faced brutal physical abuse, even execution.*

Write an argument to convince freed slaves to serve in the U.S. (Union) Army, or to convince them not to. What do they stand to win? What do they stand to lose? Use details and cite evidence from the primary sources to support your argument.