

Ulysses S. Grant

10_A

Introducing the Read-Aloud

10 minutes



What Have We Already Learned?

5 minutes

← Show image 7A-6: Lee greeting his soldiers

Ask students if they remember who this is. Prompt discussion about Robert E. Lee with the following questions:

- What important job did Robert E. Lee have? (commander of the Confederate Army)
- Where was Lee from? (Virginia)
- Why did he choose to command the Confederate Army? (He wanted to be loyal to his home state.)
- How did the Confederate soldiers feel about General Lee? (They loved and respected him.)

Vocabulary Preview

5 minutes



Rebels/Yankees

← Show image 10A-3: Well-supplied northern army/ragged southern army

1. We have already learned about the general of the Confederate Army or the Rebels. Who was the general for the *Rebels*? (Robert E. Lee)
Today you will hear about the general for the Union Army, also known as the *Yankees*.
2. Say *Rebels* with me three times.
Say *Yankees* with me three times.
3. The Rebels was the nickname given to the Confederate soldiers from the South. [Have students point to the Confederate states on their maps.]
The Yankees were the Union soldiers from the North. [Have students point to the Union states on their maps.]

4. The Rebels and the Yankees fought many battles against each other during the U.S. Civil War.
5. Can you tell which side of the image shows the Rebels and which side shows the Yankees? Do you notice any differences between the soldiers from these two sides? [You may wish to record student responses and save them for the T-Chart activity during the Comprehension Questions.]

Purpose for Listening

Tell students that the next read-aloud is about a commander of the Union Army named Ulysses S. Grant. Ask if any of them have heard of him. Tell students to listen carefully to learn more about Ulysses S. Grant and to think about how he was like General Lee and how he was different from General Lee.



Ulysses S. Grant

← Show image 10A-1: Ulysses S. Grant and camp

The date was May 4, 1864. The day before, marching with a strength of over 118,000 soldiers, the Army of the Potomac crossed the Rapidan River in the middle of Virginia.¹ The Blue Ridge Mountains lay to the west; to the east lay miles of dark forests and the Confederate Army under command of Robert E. Lee. General Lee had roughly sixty thousand men under his command, half as many as the Union Army, but they were ready to put up a strong fight.

The Union Army was commanded by Ulysses S. Grant.² He was no stranger to battle. He had served in the army for over twenty-five years, starting when he was just seventeen years old.³ The Civil War was not his first war, either. Like the Confederate General Robert E. Lee, General Grant had fought in another war.

General Ulysses S. Grant leaned against a post outside his tent.⁴ He wearily watched as a long line of supply wagons carrying **ammunition**, food, and medical supplies rumbled past.⁵ These supply wagons made up the rear, or backside, of the army. The main body of the army—the soldiers who needed all those supplies in order to fight—were miles ahead, deep in the forest, looking for the enemy.⁶

General Grant was now the general in chief of the entire Union Army. The only person who ranked higher than General Grant was President Lincoln; Grant took his orders from Lincoln, and everyone else took their orders from Grant.⁷

← Show image 10A-2: Grant out West

Every general in the war faced hard choices and had heavy responsibilities, with the lives of thousands of soldiers in his hands. But in 1864, no general had more worries than General Grant.⁸

1 [Show this area on a U.S. map.]

2 [Point to Grant in the image.]

3 just like Robert E. Lee

4 The word *post* in this sentence means a piece of wood or metal that is set in an upright position into the ground. The word *post* can also mean to send something by mail, or to put up a sign.

5 The word *ammunition* refers to the bullets, cannonballs, etc. that are shot out of weapons.

6 Who was the enemy of the Union Army?

7 Does anyone remember what title the president has as the highest ranking commander? That's right, commander in chief.



8 Why do you think General Grant had so many worries?

9 [Point to Mississippi on a U.S. map. Point to the Mississippi River as you mention it.]



← Show image 10A-3: Well-supplied northern army/ragged southern army

General Grant had spent the first three years of the Civil War fighting farther west, away from the action in Virginia. His most impressive victory in the early years of the war came at Vicksburg, a city in Mississippi.⁹ The same day that the Union Army had won the Battle of Gettysburg, General Grant won the Battle of Vicksburg, after two long, hard months. The victory gave the Union final control over the entire Mississippi River, which in turn, would make it easier for the Union to take over the rest of the South. The Mississippi River was important because the Union could use it to send troops and supplies from the North to the South. It was easier to use a river to do this because there were no cars or trucks yet, and so there were no highways like we have today.

To win the Civil War, the Union needed to take control of the South, including all of its cities and roads. Nobody in the North expected this to be so difficult. The Union had more than a million men in uniform.¹⁰ By the end of the Civil War, one out of every ten Union soldiers was African American and one out of four Union sailors was African American.¹¹

Factories in the North had been working day and night for years, producing weapons, uniforms, blankets, food **rations**, wagons, and all of the other things the army needed.¹² The **Yankees**, as the Union soldiers were nicknamed, had everything they needed to fight and win the war.¹³

The Confederates, or Rebels as they were often called, did not have as many men as the Union. The South did not have many factories; many of those it did have early in the war had been destroyed or captured by 1864. Confederate soldiers marched to battle without shoes, without enough food, and sometimes without enough ammunition.¹⁴ Yet, even though they were exhausted and starved, the Confederates somehow held on and managed to keep fighting.

10 What color was the Union Army uniform?

11 Late in the war, the U.S. Congress passed a bill that gave equal pay to the African American soldiers who valiantly fought to help save the Union and bring freedom from slavery.

12 Rations are amounts of food and other materials set aside for each person. Was all this production from factories good for the northern economy?

13 What was the nickname for the Union soldiers? What was the nickname for Confederate soldiers? Why do you think the North expected to win easily?

14 What is ammunition?



← **Show image 10A-4: General Grant**

15 or commander of all of the U.S. armies

Grant was not the general in chief of the Union Army at the beginning of the Civil War.¹⁵ Throughout the war, Lincoln had trouble with some of his top Union generals. It wasn't that they were bad generals; they could win battles and capture enemy forts and towns. But they made mistakes, as well. They often waited too long to attack, or failed to chase the Confederates when they were on the run. Basically, Lincoln felt the Union generals were never aggressive, or forceful, enough.

16 or gave up

But Grant was different. General Grant had won the long Battle of Vicksburg because he was stubborn and unafraid; he kept fighting and attacking until the enemy **surrendered**.¹⁶ Lincoln put General Grant in charge of the entire Union Army because General Grant promised that he would do whatever it took to win; he would chase General Robert E. Lee and his army all over Virginia, and he would not stop until the war was finished. This outlook earned him the nickname "Unconditional Surrender," because he would accept nothing less from the Confederate Army than a complete surrender.¹⁷

17 Do you think General Grant will be able to get the Confederate Army to completely surrender?



← **Show image 10A-5: Grant reading letter from Lincoln**

18 or necessary

General Grant removed a folded letter from his breast pocket. President Lincoln had sent this letter a few days earlier. It did not contain any vital¹⁸ information or new orders. It was just a simple letter sent to wish him good luck in battle. Grant reread the letter, written in the president's own handwriting:

[Note: The following historic letter was modified for ease of understanding.]

Lieutenant-General Grant, —

19 or I am entirely happy

Not expecting to see you again before you march into Virginia, I wish to tell you that I am entirely satisfied¹⁹ with what you have done up to this time . . . You are alert and self-reliant; and, pleased with this, I do not wish to control your actions in any way . . . If there is anything wanting which is within my power to give, do not fail to let me know it.

20 a worthy cause

21 may God keep you strong

And now with a brave Army, and a just cause,²⁰ may God sustain you.²¹

Yours very truly,

A. LINCOLN



← **Show image 10A-6: Battle of the Wilderness**

The next day, May 5, in the forests near Fredericksburg, Virginia, the main body of Grant’s army clashed with General Lee’s army in one of the wildest battles of the war.²² In those days, armies always preferred to fight in open fields, where it was easier to move cannons and large groups of men, and easier for generals to see what was happening. This time, though, the armies met deep in the woods, where the tree and plant growth was so heavy that the soldiers could barely see one another.

22 [Point to Virginia on a U.S. map.]

This was called the Battle of the Wilderness, and it was the very first time Generals Grant and Lee faced each other in battle. It was a very chaotic battle. Thousands were killed and wounded. At the end of the day, both armies limped away, with no clear winner in the battle.



← **Show image 10A-7: Clara Barton tending wounded**

After the battle, many of the Union wounded were taken to churches and homes in the nearby city of Fredericksburg. Clara Barton was there in one of those churches, tending to wounded soldiers.²³ The next day, hundreds more wounded soldiers were brought in from yet another battle. And on it went.

23 Who was Clara Barton? What was her nickname?

The armies of Grant and Lee met again and again during the months that followed. Sometimes Grant won the battle, sometimes Lee won, and sometimes nobody won. But with each battle, the Confederate Army got a little smaller and that much closer to final **defeat.**²⁴

24 Or, failure to win. Does this last sentence give you a clue about who will win the war?

Comprehension Questions

10 minutes

1. *Literal* [Show Image Card 16 (Ulysses S. Grant).] Who is pictured in this image? (Ulysses S. Grant) What important job did Ulysses S. Grant have during the Civil War? (He was general in chief or commander of the Union Army.)
2. *Inferential* Was he commander at the beginning of the Civil War? (no) Why did President Lincoln ask him to take over? (He had a reputation of doing whatever it took to win.)
3. *Literal* Why was Grant given the nickname “Unconditional Surrender”? (He accepted nothing less than a complete surrender.)
4. *Evaluative* In the read-aloud you heard that General Grant won the Battle of Vicksburg because he was stubborn and unafraid. How might being stubborn and unafraid help someone win a battle in a war? (Answers may vary.)
5. *Literal* What nickname was given to Union soldiers? (Yankees) What nickname was given to the Confederate soldiers? (Rebels)
6. *Inferential* [**Note:** You may wish to record student responses on a T-Chart.] How did the two armies compare as far as being equipped to fight? (The Union Army had more soldiers, ammunition, food, and supplies. The Union also had factories produce supplies for the Union Army. The Confederate Army’s soldiers marched to battle without shoes, without enough food, and sometimes without enough ammunition.)
7. *Evaluative* Do you think these unequal circumstances eventually led to the defeat of the Confederate Army? What evidence in the read-aloud leads you to think this? (Answers may vary, but should reflect information in the text, including the fact that an army that has better supplies, such as ammunition and food, can survive battles better, and that factories could produce the things an army needs, such as weapons, uniforms, blankets, and wagons.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

8. *Evaluative Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who did you hear about in today’s read-aloud?” Turn to your neighbor and ask your *who* question. Listen to your neighbor’s response. Then your neighbor will ask a new *who* question and you will get a chance to respond. I will call on several of you to share your questions with the class.
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Defeat

5 minutes

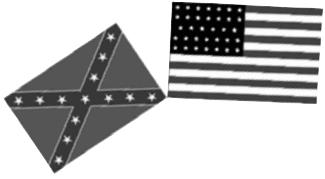
1. In the read-aloud you heard, “With each battle, the Confederate Army got a little smaller and that much closer to final *defeat*.”
2. Say the word *defeat* with me.
3. A defeat is a failure to win.
4. Brian scored the final point that caused the other team’s defeat.
5. Have you ever experienced a loss, or defeat, or have you read about, heard about, or seen a defeat in a movie or television show? Try to use the word *defeat* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I experienced a defeat when . . .”]
6. What’s the word we’ve been talking about?

Use an *Antonyms* activity for follow-up. Directions: You heard that a defeat is a failure to win. The word *win* is an antonym, or opposite, of the word *defeat*. To *win* means to be successful at something. I am going to read several sentences. If I describe something that is a failure to win, say, “That is a defeat.” If I describe something that is successful, say, “That is a win” and clap your hands.

1. Will beat his opponent at checkers. (That is a win.)
2. Lilly missed making the goal for her soccer team. (That is a defeat.)
3. Janet made a basket at the very last minute, leading her team to victory. (That is a win.)
4. Robert made the lowest score in the video game against his sister. (That is a defeat.)
5. Patrick ranked highest at the spelling bee. (That is a win.)
6. Danny lost the bike race against his friend. (That is a defeat.)



Complete Remainder of the Lesson Later in the Day



Ulysses S. Grant

10_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Context Clues: Post

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 4M (Post).] In the read-aloud you heard, “General Ulysses S. Grant leaned against a *post* outside his tent.” In this sentence, a *post* is a pole made of wood or metal that is fixed into the ground. Which picture shows this kind of *post*?
2. *Post* also means to put a sign up so that it can be seen by many people. Which picture shows this kind of *post*?
3. *Post* also means to send something by mail. Which picture shows this kind of *post*?
4. I’m going to say some sentences using the word *post*. Hold up one finger if my sentence tells about *post* in picture one; hold up two fingers if my sentence tells about *post* in picture two; and hold up three fingers if my sentence tells about *post* in picture three.
 - Layla posts the letter she has written to her grandparents.
 - Jordan leans against the post at the bus stop.

- Devan helps his friend post a “Lost Dog” sign around the neighborhood.
- The librarian posts the information about the book fair around the school.
- Diane likes to kick the ball towards the post to see if she can hit it.

↔ Syntactic Awareness Activity (Instructional Master 10B-1, optional)

15 minutes

Writing a Letter

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students’ sentences so that they are grammatical.

1. In today’s read-aloud you heard me read a letter from President Lincoln to General Ulysses S. Grant.
[You may wish to go back to the read-aloud and read a few sentences from the letter and briefly talk about how the language used was very formal.]
2. [Point to the outline of the letter you have created.] As a class, we will write our own letter to someone from the time of the Civil War.
3. [Gather student ideas about who the letter should be written to. Hold a class vote to pick a recipient.]
4. Let’s write a letter to this person together.
 - First, let’s write the date correctly. [Model how to write the date correctly.]
 - Next, let’s think about how we want to begin our letter. Most of the time, letters begin with the word *Dear*. [Write *Dear* and the recipient’s name on the opening line.]

- Then, think of three things you would like to say to this person. [This section should be done in partner pairs, with one student acting as the scribe. Prompt students by asking whether they want to encourage the person, praise the person, or give the person advice. Invite partner pairs to share their sentences. As a class, pick three sentences to include in the letter.]
 - Come up with one sentence to conclude the letter. [This section should be done in partner pairs. Invite partner pairs to share their sentences. As a class, decide on a concluding sentence.]
 - Finally, let's think about how we want to close our letter. Most of the time, letters end with the word *Sincerely*. [Write *Sincerely*, and sign the class name (e.g., Room 5) underneath it.]
5. Let's read our letter to [recipient's name] together.

↔ Vocabulary Instructional Activity

5 minutes

Word Work: *Surrendered*

1. In the read-aloud you heard, "[Grant] kept fighting and attacking until the enemy *surrendered*."
2. Say the word *surrendered* with me three times.
3. When you hear that someone surrendered, that means the person has given up and has allowed the other side to take control.
4. General Grant told his soldiers to keep fighting until the Rebels surrendered.
5. I will name some situations. Tell me whether or not it shows that someone surrendered.
 - The Rebels refused to give up and kept fighting. (The Rebels did not surrender.)
 - Many Union soldiers were wounded, but they continued to fight. (The Union soldiers did not surrender.)
 - The Rebel soldiers gave up their control of the Mississippi River. (The Rebels surrendered.)

- The Yankees gave up their weapons after they lost the battle. (The Yankees surrendered.)

Use a *Predictions* activity for follow-up. Directions: Which side—the Rebels or the Yankees—do you think surrendered at the end of the Civil War? [You may wish to take a quick class tally. Tell students they will find out during the next and final lesson.]

Venn Diagram: Lee vs. Grant

(Instructional Master 10B-2, optional)

15 minutes

- On chart paper, a chalkboard, or a whiteboard, create a Venn diagram to compare and contrast Ulysses S. Grant and Robert E. Lee. Ask students to think about what they have learned about Ulysses S. Grant and Robert E. Lee. You may want to use the Civil War journals and some of the images from Lessons 7 and 10 as reminders for information.
 - Ask students how Grant and Lee were alike. Write students' responses in the overlapping part of the Venn diagram.
 - Ask students how Grant was different from Lee. Write this information in the circle for Grant.
 - Ask students how Lee was different from Grant. Write this information in the circle for Lee.
 - Read the completed Venn diagram to the class.
- ✈ Above and Beyond: You may wish to extend this activity by using the chart as a prewriting tool. Have students who are ready write two paragraphs: one describing similarities, and the other describing differences between the two generals.
- ✈ Above and Beyond: For those students who are ready to do so, have them fill in their Venn diagrams independently.

A Picture Gallery of the U.S. Civil War: Ulysses S. Grant

(Instructional Master 10B-3)

20 minutes



← Show image 10A-4: General Grant

- Tell students that they will write about Ulysses S. Grant. [Review Flip Book images of Ulysses S. Grant. You may wish to ask the following questions to prompt students:

What important job did he have? (led the Union Army)
What did Grant promise President Lincoln? (He would do whatever it took to win. He would chase the Confederate Army all over Virginia and would not stop until they surrendered.)
What was his nickname? (Unconditional Surrender)
What are some adjectives you can use to describe General Ulysses S. Grant? (aggressive, stubborn, unafraid)]

- First, invite students to look carefully at the image. Have them pay attention to his expression. Ask whether he looks like a person with the nickname “Unconditional Surrender.”
- Next, ask students to write two or three sentences to describe Ulysses S. Grant.
- Then, students should think of an appropriate title for their writing.
- Finally, students should share their writing with their partner or home-language peers.