

The End of the War

11A

Introducing the Read-Aloud

10 minutes

Brainstorming Links

5 minutes

Write the words *The U.S. Civil War* in a circle in the center of a piece of chart paper, a chalkboard, or a whiteboard. Have students brainstorm everything that comes to mind when they hear the words. Record students' responses on the chart by drawing spokes from the center circle. Tell students that you are going to write down what they say, but that they are not expected to be able to read every word you write because they are still mastering their decoding skills. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them.

Vocabulary Preview

5 minutes

Monuments



← Show image 11A-6: Lincoln Memorial

1. In today's read-aloud you will see a *monument* of one of the Civil War heroes.
2. Say *monument* with me three times.
3. A monument is a structure, such as a building or a statue, built as a memorial to a person or event.
4. There are hundreds of Civil War monuments around the United States. There are many monuments in Washington, D.C.
5. [Point to the image.] This is a monument of which hero in the Civil War? (Abraham Lincoln)
[Show various Civil War monuments.] What does this monument show?
Why is it important to create monuments of people and events?

Purpose for Listening

Tell students to listen carefully to find out which side won the war and what happens to the North and the South after the war.



The End of the War

← Show image 11A-1: People reading newspapers

In 1865, news stories did not travel as quickly as they do today. There were no televisions or telephones, or even radios. There were newspapers, but the news stories could be about things that happened days or even weeks before. There were also telegraphs, which were short, typed messages that required special skills to read.

It could take several days for news to reach soldiers who were miles away from a town or city with a telegraph wire. It could also take days or even weeks for news to reach their families. In tiny towns all over America, parents, wives, and children of soldiers were waiting for a son, husband, or father to return home from the war.



← Show image 11A-2: Appomattox surrender

So, on April 9, 1865, it took a little while for the news to spread that—in a small farmhouse in the village of Appomattox Court House, Virginia—Robert E. Lee offered his sword to Ulysses S. Grant and surrendered the remainder of his Confederate Army.¹ Within days, most other Confederate armies that had been fighting in other parts of the country surrendered as well.

The Rebel soldiers laid down their weapons, made oaths to give up the rebellion and never fight against the United States again, and walked home.² The Union soldiers were relieved; at last, the long Civil War was ended, and the North had won.³ It was time to return home, rest, and rebuild the nation. It had taken four long years, but the United States was on its way to being **united** again.⁴

1 [Show Virginia on a U.S. map.]

2 What are oaths? On what side were the Rebel soldiers?

3 What was the North called during the Civil War? (the Union)

4 *United* means together as one. Were your predictions correct about who would win in the end?



← **Show image 11A-3: Western expansion**

- 5 Why was the North hardly damaged?
- 6 [Show areas on a U.S. map as you discuss them.]
- 7 Why did people want to spread out to the West? Can you think of the different ways of traveling during this time of westward expansion? (If you have already covered the *Westward Expansion* domain, students should be familiar with different forms of westward travel.)

For the most part, the cities of the North had not been damaged.⁵ With the end of the war, Northerners started to think about how to make the country bigger.⁶ They focused on building more railroads and spreading westward, across the Mississippi River, through Missouri and Kansas, over the Rocky Mountains, and all the way to California.⁷ For people in the North, life would finally start getting back to normal. They were glad to have something to make in their factories other than weapons and uniforms for war.



← **Show image 11A-4: Richmond**

- 8 or searched through

Most of the battles had been fought in the South. Southerners were relieved that the war was over as well, even if the Confederacy had lost the war. At least there was no more fighting. Nearly all the towns and cities were now ruined and burned, smashed by cannonballs, and **ransacked**⁸ by armies in search of food. Farmlands, roads, railroad tracks, and bridges had been destroyed as well.

- 9 Prosperity is wealth or good fortune. Equality is fairness.

Times were hardest, by far, in the South after the war. The U.S. government sent money and supplies, as well as soldiers, to keep order and start rebuilding towns and cities. This was called Reconstruction, because they were rebuilding—or reconstructing—the South. But it would take many years before there would be true peace, **prosperity**, and **equality** in the South.⁹

- 10 How do you think the slaves felt about being free?

For millions of enslaved African Americans in the South, all of this destruction not only meant the end of the war, it meant freedom from a life of slavery. The enslaved Africans were now free people. They could not be forced to work on plantations anymore; they could not be sent away from their families anymore; they were free from slavery and ready to start their lives over again.¹⁰

11 [Point to Texas on a U.S. map.]

Remember earlier you heard that it took some time for news to travel? Well, it took two months for the news that the war had ended to reach African Americans in the state of Texas. The union soldiers arrived in Galveston, Texas on June 19th, 1865, to announce the end of the war and the abolishment of slavery.¹¹ When the African American people in Galveston heard the news, they immediately began to celebrate with prayer, feasting, music, and dancing. Today Juneteenth is a holiday tradition celebrated annually on June 19th in many states across the country. It is the oldest known celebration recognizing the end of slavery.



← **Show image 11A-5: Northern city**

12 Why do you think they wanted to get away from the South?

13 [Point to these cities on a U.S. map.]

Many African Americans freed from slavery wanted to get as far away from the South as possible.¹² Some moved north, to cities like Philadelphia, Chicago, Detroit, New York, and Washington, D.C.¹³ Many arrived with no possessions and no money—nothing but the clothing on their backs and hope for a better life. They worked in factories, built new businesses, and created new neighborhoods, schools, and communities. However, African Americans still faced some of the toughest challenges of all, for although they were free, they did not have all the same rights as white Americans in the North or the South.

The end of the Civil War was the beginning of a new age in America. There were still hard times ahead, as well as sadness, but the country was unified as a single nation.



← **Show image 11A-6: Lincoln Memorial**

14 [Show students the currency mentioned.]

15 A monument is a structure built in memory of someone or something. Have any of you seen the Lincoln Memorial?

The Civil War produced many heroes, including one of the most famous Americans of all: Abraham Lincoln. His face appears today on U.S. money, including the penny and the five-dollar bill.¹⁴ There are thousands of towns, buildings, roads, bridges, tunnels (such as the Lincoln Tunnel in New York), and people named after him. In Washington, D.C., there is a giant **monument** honoring him called the Lincoln Memorial.¹⁵

One hundred years after the Civil War, an African American named Dr. Martin Luther King Jr. stood on the steps of the Lincoln Memorial and gave the very famous “I Have a Dream” speech. One hundred years after the end of slavery, Dr. King and other African Americans continued to work and struggle for fair treatment and equal rights.



← **Show image 11A-7: Harriet Tubman**

Throughout the Civil War, Harriet Tubman continued risking her life to free slaves and end slavery. During some battles, she also worked as a nurse and sometimes as a spy for the Union Army. Because Harriet Tubman knew the roads and secret trails all around Maryland, Pennsylvania, and elsewhere, she was able to spy on the Confederate Army, telling Union generals which direction the army was going and how many men they had.

After the war, Harriet Tubman moved to Washington, D.C., where she helped the thousands of newly freed African Americans find jobs and homes and begin their lives anew. She also worked for women’s rights. During the time of the Civil War, women—black and white alike—were not allowed to vote.¹⁶ That was one of the many important changes America still had to make in order for all of its citizens to be truly free.

16 Can women vote today? You will hear about women gaining the right to vote later in the *Fighting for a Cause* domain.



← **Show image 11A-8: Ulysses S. Grant, Robert E. Lee**

Ulysses S. Grant was a hero throughout the North. He went on to become president of the United States in 1869. His old **rival**, Robert E. Lee, moved back to his farm in Virginia, but he was never the same again.¹⁷ He died five years later, sad and regretful, haunted by all the things he could have or should have done differently during the war, but was still proud to have fought for Virginia.

17 A rival is a person you compete against. Who was Grant’s rival?



← **Show image 11A-9: Laying tracks**

In many parts of America, people were eager to move on into the future. The war had brought about a few positive changes besides freeing the African Americans and keeping the country together. The North had developed new railroad lines to help

18 [Show span on a U.S. map.]
Who remembers the name of the railroad that spanned the continental United States?

19 What was the horseback mail delivery system called? (Students learned about the Pony Express in the *Westward Expansion* domain.)



20 What is an inventor?

deliver war supplies. Companies were eager to expand those railroads, especially those in the West. Within a few years, there were new railroads crisscrossing the country, from New York to California and back again.¹⁸

Telegraph wires had expanded, as well. So, it became possible for a person in New York and a person in California to communicate, share news, and conduct business without waiting weeks for a letter to be delivered by train or on horseback.¹⁹

← **Show image 11A-10: Northern innovation**

In northern factories and schools, the Civil War had encouraged a new generation of inventors and scientists.²⁰ Now that the war was over, those inventors could think about new ways to help people, instead of thinking of ways to win the war. They invented new trains, new telegraphs, and new machines of all sorts. Doctors had discovered new types of medicine and new ways to treat injuries and diseases.

The Civil War changed the United States in many ways. Hundreds of thousands of men were dead, millions were wounded and badly injured. At the same time, the nation was once again one nation, and millions of former enslaved African Americans were now free. Many fought for this freedom, including many African Americans. Now all Americans were working toward a better, brighter future.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Literal* Who won the war? (the Union) Who surrendered to whom at Appomattox? (Lee surrendered to Grant.)
2. *Inferential* How long did the Civil War last? (four years) What did the end of the war mean? (The country was united again; slavery ended.)
3. *Inferential* Who had the bigger challenge after the war, the North or the South? (the South) Why? (The South had to deal with more destruction because most of the war was fought in the South.)

4. *Inferential* What kinds of changes took place after the war ended? (more railroads; better communication; many African Americans moving north; new inventions; etc.)
5. *Inferential* What did Harriet Tubman do after the war? (She helped the newly freed African Americans find homes and jobs; she worked for women's rights.)
6. *Literal* What did Ulysses S. Grant do after the war? (He became president.)

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

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* How do you think President Lincoln felt when the war was finally over? (Answers may vary.)
8. 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: United

5 minutes

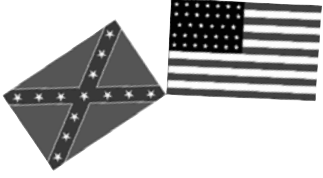
1. In the read-aloud you heard, "It had taken four long years, but the United States was on its way to being *united* again."
2. Say the word *united* with me.
3. If something is united, it is not divided, but together as one.
4. The students were united in their request for a new playground.
5. Have you ever seen a group of people working together? Try to use the word *united* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "_____ were united when . . ."]
6. What's the word we've been talking about?

Use an *Antonyms* activity for follow-up. Directions: You heard in the read-aloud that *united* means together as one. The opposite, or antonym, of *united* is *divided*. Before the Civil War, the United States was divided over the issue of slavery. I am going to read several scenarios. If I describe people working together as one, say, “They are united.” If I describe people not working together, say, “They are divided.”

1. a room full of people fighting (They are divided.)
2. all of the states in the United States today (They are united.)
3. students arguing about how to decorate the cafeteria for a party (They are divided.)
4. parents discussing how they can help raise money for the school (They are united.)
5. basketball teammates passing the ball to each other and scoring a basket (They are united.)



Complete Remainder of the Lesson Later in the Day



The End of the War

11_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

Sentence in Context: Trails

Note: You may choose to have students hold up one or two 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 5M (Trails).] In the read-aloud you heard, “[Harriet Tubman] knew the roads and secret *trails* all around Maryland [and] Pennsylvania.” In this sentence *trails* means paths through a place, such as a forest. Which picture shows this kind of *trail*?
2. *Trails* also means to move or walk slowly, following behind somebody. Which picture shows this kind of *trail*?
3. Now with your partner, make a sentence for each meaning of *trails*. Remember to be as descriptive as possible and use complete sentences. I will call on some of you to share your sentences. [Call on a few student pairs to share one or all of their sentences. Have them point to the part of the poster that relates to their use of *trails*.]

Civil War Timeline

10 minutes

- Briefly review what is already on the Civil War Timeline.
- [Show Image Card 17 (Lee's surrender to Grant).] Have students identify Robert E. Lee (to the left) and Ulysses S. Grant (to the right). Ask students to describe what they think is happening between Lee and Grant in this image. Remind students that Lee's surrender to Grant ended the Civil War. Ask students if Image Card 17 (Lee's surrender to Grant) should be placed before or after the Emancipation Proclamation. Place Image Card 17 after the Emancipation Proclamation, above the Timeline.
- Have students place the image of Lee surrendering to Grant on the correct spot on their own Civil War Timelines.
- Review the completed Timeline.
- Above and Beyond: On the back of their Timelines, have students write a sentence about how the image they added to the Timeline today relates to another image already on the Timeline.

Map of the Civil War Battles (Instructional Master 11B-1) 15 minutes

Remind students that there were many battles over the course of the four years before Lee's surrender at Appomattox. Tell them that the worksheet shows the location of major Civil War battles and Lee's surrender. Have students write a complete sentence to answer each question on the worksheet. Help students use the map key to answer the following questions:

- In which states were there major Civil War battles? (Virginia, Mississippi, Pennsylvania, etc.) Were they Union or Confederate states?
 - Which state had the most major battles? (Virginia) Why do you think Virginia had the most?
 - Where and when did General Lee surrender to General Grant? (Appomattox Court House, Virginia, on April 9, 1865)
- Above and Beyond: For those students who are ready to do so, have them complete Instructional Master 11B-1 independently.

Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about any topic related to the U.S. Civil War you have covered in this domain to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Then have students write one or two sentences to go along with their drawings. Have students share their drawings and writing with their partner or with home-language peers.