

# The Division of the United States

5<sub>A</sub>

**Note:** Introducing the Read-Aloud 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.

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

5 minutes

Review some of the content studied thus far with the following questions:

- What important issue did Lincoln talk about in his debate with Douglas?
- How did Lincoln feel about slavery?
- In what part of the country was slavery illegal, or not allowed?
- In what part of the country was slavery legal, or allowed?
- What were some other ways that the North and the South were different?

### **Making Predictions About the Read-Aloud**

5 minutes

Reread the second to last paragraph from the previous read-aloud:

*Even those who were not against slavery, or did not think that it was wrong, would have a hard time trying to prove that it was not tearing the country apart. In an earlier speech, Lincoln said, “A house divided against itself cannot stand.”*

Ask students what they think it means to say that the country was being torn apart, or what it means to say, “A house divided against itself cannot stand.” Have them predict what is going to happen to the country because of people’s differing views on slavery.



**Confederacy**

← Show image 5A-7: Map of all states that seceded from the Union

1. In today’s read-aloud, you will hear about states that formed a separate group of states called the Confederacy.
2. Say *Confederacy* with me three times.
3. The Confederacy is the government formed by the states in the South that left the United States.
4. [Point to the states colored in gray.] These southern states formed the *Confederacy*.
5. [Ask students whether they recognize and can name any of the states that were part of the Confederacy.]  
[Show Image Card 7 (Confederate Flag).] What do you think the stars on this flag represent? (one star represents one Confederate state)  
How many stars are on this flag? (thirteen)  
**Note:** Although Kentucky and Missouri were included as stars on the flag, these two states did not break away from the United States.

**Union**

1. In today’s read-aloud, you will hear about states that stayed as part of the United States; these states were called the *Union*.
2. Say the word *Union* with me three times.
3. The Union were northern states that did not leave the United States.
4. [Point to the states colored in blue.] These states remained part of the United States and were called the Union.  
[Ask students whether they recognize and can name any of the states that were part of the Union.]
5. [Show Image Card 8 (Union Flag).] This is the Union Flag; it has thirty-four stars on it. What does each star represent?  
**Note:** There is one star for each of the states at that time, including the Confederate States.  
Why do you think the Union flag includes stars for the Confederate states?

## Purpose for Listening

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Say the title of today's read-aloud: "The Division of the United States." Explain that a *division* is a separation or splitting apart. Tell students to listen carefully to find out whether their predictions are correct.



## The Division of the United States

### ← Show image 5A-1: President Lincoln

Abraham Lincoln won the presidential election in 1860 to become the sixteenth president of the United States. The election showed how divided the country really was. Lincoln believed that slavery should not be expanded to the new states being formed in the West. Many people in the North agreed with this idea and voted for Lincoln.<sup>1</sup> In the South, many people disliked Lincoln; and in fact, people could not even vote for Lincoln in nine states in the South because his name was not on their list of candidates. Despite not being on the ballot in nine states, and without the support of a single southern state, on November 8, 1860, Lincoln was **elected**, or chosen, president because there were more people living in the North who voted for him. Many of the southern states strongly believed that the North and President Lincoln wanted to take away their right to set their own laws and wanted to abolish slavery. The conflict was worsening.

1 Why would people in the North vote for Lincoln?



### ← Show image 5A-2: Map of states that seceded

A couple of months after Lincoln was elected president, something unbelievable happened—something Lincoln and many others had feared and hoped would never happen. Several southern states **seceded**, or declared they were no longer part of the United States. South Carolina was the first state to secede.<sup>2</sup> The states of Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas soon followed.<sup>3</sup>

2 [Point to South Carolina on the map, and then point to each of the states named in the next sentence.]

3 Does this mean that the United States at this time was united or divided as a country?

All seven supported slavery, and all believed that the U.S. government, under Lincoln, would force them into doing things they did not want to do, such as abolish slavery. These southern states intensely believed that they should be in charge of themselves. So they broke away and declared that they were forming their own country. They called their new country the Confederate States of

4 A confederacy is a group of states.

5 [Show Image Card 6 (Jefferson Davis).]



← **Show image 5A-3: Charleston in 1861**

6 Why do you think people thought it would be impossible to avoid a war between the North and the South?

7 [Show South Carolina on a U.S. map.]

8 If Charleston was a wealthy, or rich city, did Charleston, South Carolina, have a good economy or a bad economy?

9 Heritage is a way of life passed down through generations. The people of Charleston were proud of the South and how things were done in the South. They were also proud of their good economy.

10 When people in Europe bought cotton, sugar, and tobacco from southern plantations, it was good for the southern economy.



← **Show image 5A-4: Fort Sumter**

11 [Point to the fort in the image.]

America, or the **Confederacy** for short.<sup>4</sup> The Confederacy elected its own president, a man named Jefferson Davis.<sup>5</sup>

But Lincoln was not going to allow the United States of America to be broken up into two separate countries. Lincoln said that it was against national law for a state to secede. Therefore, he said that he would do everything in his power to unify the country. He hoped that he would be able to do this peacefully, without a war. Nobody wanted a war, including Jefferson Davis, but as the months passed, it became clear that it would be impossible to avoid it.<sup>6</sup>

To learn what happened next, it is important to know about an event that took place in the city of Charleston, South Carolina, in April of 1861, just after Lincoln became president.<sup>7</sup> Charleston was a beautiful, charming, and wealthy city in the South.<sup>8</sup> Its residents were proud—proud of their beautiful city and proud of their southern **heritage**.<sup>9</sup> Charleston was an important port city. From its harbor, valuable goods such as cotton, sugar, and tobacco—which had been grown and harvested by enslaved Africans on plantations—were carried by ships across the sea to countries in Europe.<sup>10</sup>

Important ports like Charleston needed protection, so they built forts along the shore. The largest and most important of these forts was called Fort Sumter.<sup>11</sup> Forts like these, with their large cannons and soldiers, were built to protect the harbor from invasion by pirates and enemy ships in times of war.

Although Fort Sumter was in South Carolina, a Confederate state, the fort still belonged to the United States. The Confederates wanted Fort Sumter for themselves. They knew that they could not have a real country of their own as long as U.S. soldiers were guarding the fort and controlling its guns.

Fort Sumter also created a problem for President Lincoln—it was a fort located in an area now claimed by the Confederacy. President Lincoln now had three options: (1) tell the U.S. soldiers to leave the fort, (2) send more U.S. soldiers to defend the fort against the Confederate soldiers, or (3) send supplies, such as food, to the fort to see if the Confederate soldiers would try to stop them. This was a difficult decision.

If President Lincoln chose the first option—having U.S. soldiers leave the fort—he would be saying that he agreed with South Carolina’s decision to secede. If he chose the second option—sending more troops to defend the fort—the Confederacy might accuse him of starting a war. President Lincoln chose the third option—sending new supplies to see if the Confederacy would let the ships through.

At the same time, the Confederates raised an army of their own. They surrounded Fort Sumter and tried to convince the soldiers inside to surrender. But the soldiers said they had orders from President Lincoln to stay put, and that is exactly what those soldiers did! When the Confederacy heard President Lincoln was planning to send more supplies to the fort, the Confederacy opened fire.



← **Show image 5A-5: Mary Chesnut watching bombardment of Fort Sumter**<sup>12</sup>

12 [Tell students you will now read them a short story about Fort Sumter.]

Early on the morning of April 12, 1861, before the sun had even risen, a woman named Mary Boykin Chesnut sat upright in her bed, as though she’d awakened from a bad dream. Then she heard a sound—the same type of sound that had shaken her from her sleep: a distant, low *boom* as described in her diary.<sup>13</sup>

13 What do you think the sound is?

Thinking it must be thunder, she put her head back down on the pillow. The room was pitch black, but through the window she could see that the sun was just barely beginning to rise, casting a light blue, slightly yellow light in the eastern sky.

Suddenly, there was a series of very loud explosions—*BOOM! BOOM! BOOM!* These sounds were much closer. Mary Chesnut

knew then that the sounds were from cannons, not thunder! The cannons in the small fort nearest the town were opening fire, and Mrs. Chesnut knew that these were Confederate cannons.

Mary walked out onto the upstairs porch in time to see the light from the nearby cannons as they fired another volley into the early morning air. Mary was witnessing the bombardment of Fort Sumter.



← **Show image 5A-6: Mary Chesnut writing in her journal**

All morning, all afternoon, and all through the night—for thirty-four straight hours—the Confederate cannons fired on Fort Sumter. The U.S. soldiers in the fort had cannons of their own, and they fired back. The air around Charleston filled with smoke from the explosions of the massive guns.<sup>14</sup> As the house rattled from the boom of the guns, Mary Chesnut sat down and wrote in her journal: “Fort Sumter has been on fire . . .”

Then, in the early evening of April 13, all the guns fell silent, and the U.S. soldiers in Fort Sumter finally surrendered. Amazingly, nobody on either side had been killed or seriously injured by enemy fire. Damaged Fort Sumter now belonged to the Confederacy. More important, it became clear that war could not be avoided.

← **Show image 5A-7: Map of all states that seceded from the Union**

After the Battle of Fort Sumter, more southern states joined the Confederacy: Virginia, Arkansas, Tennessee, and North Carolina, as well as portions of Kentucky and Missouri.<sup>15</sup> In all, there were thirteen Confederate States, all from the South.<sup>16</sup> It is important to remember that the states of Kentucky and Missouri did not actually secede from the United States, even though some people from those states decided to fight for the Confederacy. The remaining states, those that had not seceded, were in the North, and they became known as the **Union**.<sup>17</sup>

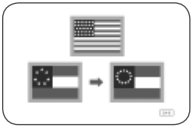
14 *Massive* means very large. Who do you think is going to win this battle?



15 Remember, in some parts of both Kentucky and Missouri, people wanted to keep slaves, while others wanted slavery to end.

16 [Show the thirteen states on the map.]

17 What were the names of the two sides fighting in the war?



← **Show image 5A-8: Union flag and Confederate flags**

The Confederacy made a flag to symbolize its new country. The Confederate flag pictured at the bottom left has seven stars to symbolize the first set of states that seceded from the Union. The flag pictured at the bottom right with thirteen stars symbolizes the Confederacy after the Battle of Fort Sumter, when more states joined. States in the Union continued to fly the traditional flag of the United States, pictured at the top, which at the time of the Civil War had thirty-four stars—one for each state, including the Confederate states.

With the Battle of Fort Sumter, a new and painful chapter of American history began. Mary Chesnut, for her part, continued to write in her journal, keeping a record of the Civil War through the eyes of a Southerner. By the end of the war, Charleston—where it all began—was very fortunate that it was not burned to the ground like many other cities in the South.

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**10** minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* Were your predictions about whether the country was being torn apart because of its differing views on slavery correct? Why or why not? (Answers may vary.)
2. *Literal* To what important job was Lincoln elected a couple of years after losing the Senate race to Douglas? (the presidency)



3. *Literal* What was the word *Union* a name for? (the states that did not secede) [Show Image Card 8 (Union flag).] Does this image show the flag of the Union or the Confederacy? (the Union) How do you know? (Because it has more than thirteen stars; etc.)
4. *Inferential* Why did South Carolina and then additional southern states decide to secede from the United States once Lincoln was elected? (They thought the government would try to stop the spread of slavery and make slavery illegal. Those states wanted to decide for themselves whether or not they could be slave states.)
5. *Literal* What name did these states give their new country? (the Confederate States of America) [Show Image Card 7 (Confederate flag).] Does this image show the flag of the Union or the Confederacy? (the Confederacy) How do you know? (Because it has thirteen stars, whereas the U.S. flag had thirty-four.)
6. *Inferential* How did Lincoln feel about the southern states seceding? (He said that it was against national law and tried to prevent it from happening. He wanted to keep the country unified.)
7. *Inferential* Why did the Confederates fire cannons on Fort Sumter? (They wanted the fort for themselves and the new country they were trying to form.) Were they able to take over the fort? (yes)

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

8. *Evaluative Think Pair Share:* Why do you think Mary Chesnut took the time to write about the bombardment of Fort Sumter in her diary? (She wanted to remember what happened; it made her feel better to express her feelings; etc.) What did she see and hear? (cannons, fire, smoke, etc.) How do you think she felt? (worried, nervous, excited for the South, etc.)

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: Seceded**

5 minutes

1. In the read-aloud you heard, “A couple of months after Lincoln was elected president, something unbelievable happened—something Lincoln and many others had feared but had hoped would never happen. Several southern states *seceded*.”
2. Say the word *seceded* with me.
3. *Seceded* means withdrew or broken away from a group.
4. Some southern states seceded from the United States to form their own group.
5. Do you remember what group the southern states that seceded formed? (The southern states that seceded formed the Confederacy/Confederate States of America.)  
Why did the southern states secede? (They did not want to be told what to do. They wanted to keep slavery.)
6. What is the word we’ve been talking about?

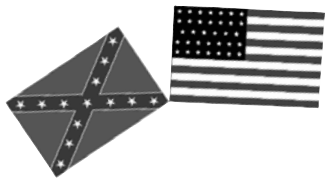
Use a *Terms* activity for follow-up. Directions: You have heard the words *Confederacy* and *Union* in this lesson. [If necessary, briefly review the terms *Confederacy* and *Union*.] Which group seceded from the United States? (the Confederacy) Which group did not secede from the United States? (the Union)

I am going to read several sentences. If I describe something about the group that seceded—the Confederacy, say, “That was the Confederacy.” If I describe something about the group that did not secede—the Union, say, “That was the Union.”

1. We fought to take Fort Sumter away from the United States and keep it for ourselves. (That was the Confederacy.)
2. We made our own flag with thirteen stars, one for each state that left the United States. (That was the Confederacy.)
3. We wanted to keep all of the states together as one. (That was the Union.)
4. We fought to protect the heritage of the South. (That was the Confederacy.)
5. We supported Abraham Lincoln and had a flag with thirty-four stars, one for every state, including the states in the south. (That was the Union.)
6. We were led by President Lincoln. (That was the Union.)



**Complete Remainder of the Lesson Later in the Day**



# The Division of the United States

5B

**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

### **Civil War Timeline (Instructional Masters 5B-1 and 5B-2) 15** minutes

- Create a large class Civil War Timeline using Image Cards, and have students follow along using their own Civil War Timelines and image sheets.
- Explain to students that this Timeline will help them remember the sequence of some important events of this domain.
- [Show Image Card 9 (Abraham Lincoln).] Remind students that Abraham Lincoln was elected president in 1860. Place Image Card 9 on the Timeline above the year 1860.
- [Show Image Card 10 (Harriet Tubman).] Ask students if they think Harriet Tubman gained her freedom before or after Lincoln was elected president. (Harriet Tubman gained her freedom over ten years before Lincoln became president.) Ask students if Image Card 10 (Harriet Tubman) should be placed to the left or right of Lincoln to show that she gained her freedom before Lincoln became president. Place Image Card 10 to the left of Image Card 9 on the first spot on the left.
- [Show Image Card 11 (The Confederacy).] Ask students if these states seceded and formed the Confederacy before or after Abraham Lincoln was elected president. (The southern states seceded a few months after Lincoln was elected president.) Ask students if Image Card 11 (The Confederacy) should be placed closer to Harriet Tubman or closer to Abraham Lincoln. Place Image Card 11 close to Image Card 9 under the year 1860.

- Have students begin their own Civil War Timelines using the class’s Timeline as reference.
- ✈ Above and Beyond: On the back of their Timelines, have students write a sentence about how any two images on the Timeline relate to one another.

### **Map of the Union and the Confederacy (Instructional Master 5B-3)**

**15 minutes**

- Tell students that they are going to use the map key to color the states of the Union and the Confederacy. Have students look at the symbol for the Union, and ask them if they can name any states that were part of the Union.
- Have students look at the symbol for the Confederacy, and ask if they can name any states that were part of the Confederacy.
- Point out the third symbol, and explain that it is used for Kentucky and Missouri (in addition to West Virginia, Kansas, Delaware, and Maryland) because those states did not actually secede, but parts of the states supported the Confederacy.
- Point out the various territories that had not yet become states.
- Ask students to color the Union states blue and the Confederate states gray. (You may also wish to point out to students that Oregon and California were a part of the Union, even though they were way out West. Tell students to color California and Oregon blue.) Kentucky and Missouri should be colored green. (Additionally, students may color in West Virginia, Kansas, Delaware, and Maryland since they share the same symbols on the map as Kentucky and Missouri.)

Say: “Asking questions is one way to make sure everyone knows what to do. Think of a question you can ask your neighbor about the directions I have just given you. For example, you could ask, ‘What color is used to represent the states of the Union?’ Turn to your neighbor and ask your own question now. I will call on several of you to share your questions with the class.”

## A Picture Gallery of the U.S. Civil War: Fort Sumter (Instructional Master 5B-4)

20 minutes



### ← Show image 5A-4: Fort Sumter

- Tell students that they will write about what happened at Fort Sumter.
  - First, invite students to look carefully at the drawing. Have them locate the fort. Ask them why there is smoke surrounding the fort. Ask why the fort was important to the Confederacy and the Union.
  - Next, ask students to write a paragraph describing what they would have seen and heard, and how they would have felt if they were a soldier at the fort.
  - Then, students should think of an appropriate title for their writing.
  - Finally, students should share their writing with their partner or home-language peers.