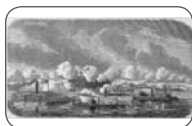


The War Begins

6_A

Introducing the Read-Aloud

10 minutes



What Have We Already Learned?

5 minutes

← Show image 5A-4: Fort Sumter

Ask students what they see in the picture. Prompt further discussion with the following questions:

- Why was there a battle at Fort Sumter?
- Who were the two sides fighting against each other?
- Who was president of the United States at the time of this battle?
- What was the area of the North called?
- What was the Union fighting for?
- What was the area of the South called?
- What were the Confederates fighting for?

Vocabulary Preview

5 minutes

Civil War



← Show image 6A-3: General McDowell and the Army of the Potomac

1. This domain is about a war that happened in the United States called the U.S. *Civil War*.
2. Say *civil war* with me three times.
3. A civil war is a war between different groups in the *same country*. If a civil war is a war between two groups in the same country, which two groups were fighting against each other during the U.S. Civil War? (the North and the South, or the Confederacy and the Union)
4. Civil war happens when two groups within a country have very different views and decide to go to war with one another.

5. [Point to the soldiers in blue.] Which side of the civil war do you think these soldiers were fighting for? [Hint: Look at the color of their uniforms.] (the Union)



← **Show image 6A-5: Confederate attack**

Which side of the civil war do you think these soldiers were fighting for? (the Confederacy)

Civilians



← **Show image 6A-4: Family watching Battle of Manassas**

1. In today's read-aloud, you will hear that many *civilians* went to watch one of the first battles of the civil war.
2. Say *civilians* with me three times.
3. Civilians are people who are not in the military or the police force.
4. Police officers and firefighters protect civilians in the neighborhoods where they work.
5. Who are the civilians in this drawing? (a father, mother, and son)

I am going to name some jobs that adults have. Tell me whether the person is a civilian or not a civilian.

- soldier in the army (not a civilian)
- sailor in the navy (not a civilian)
- teacher (civilian)
- librarian (civilian)
- pilot for the air force (not a civilian)
- dentist (civilian)
- sales clerk (civilian)
- firefighter (not a civilian)

Purpose for Listening

Tell students to listen carefully to find out whether the U.S. Civil War ended quickly or if it lasted a long time.

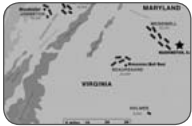


The War Begins

← Show image 6A-1: Battle scene

A **civil war** is a war fought between people of the same nation. Usually, in a civil war, two or more groups of citizens in a country believe in things so strongly, they fight each other in order to get their way. The war that began with the Battle of Fort Sumter would later come to be known as the U.S. Civil War or the War Between the States, and it was an awful, bloody time in American history.¹

- 1 There have been, and continue to be, civil wars in other countries.



← Show image 6A-2: Map of early Civil War battles

After the Battle of Fort Sumter, both sides—the Union and the Confederacy—built up their armies as quickly as possible.² Throughout the North, people wanted President Lincoln to do whatever he could to end the war quickly. And most people assumed that the war *would* end quickly. After all, the Union had more people, more factories, a larger army, and a powerful navy.

- 2 What part of the country made up the Union? The Confederacy?

The first true test between the armies of the North and the South came in July 1861 in the state of Virginia.³ Virginia is home to the city of Richmond, the capital of the Confederacy at the time of the Civil War.⁴ Virginia also touches Washington, D.C., the capital of the United States.⁵ Three months after the Battle of Fort Sumter, thousands of Union and Confederate soldiers met in Virginia for the first major battle of the Civil War.⁶

- 3 [Point to Virginia on a U.S. map.]

- 4 Today, Richmond is the capital of Virginia.

- 5 [Point to Washington, D.C., on the map.]

- 6 Were the Union soldiers fighting for the North or the South? What about the Confederate soldiers?

- 7 The president of the United States is always the commander in chief, or top commander, of the army and other armed forces.

As president, Abraham Lincoln was commander in chief of the U.S. Army, also called the Union Army.⁷ He decided to try to end the war quickly by sending his army to destroy the Confederate Army in Virginia and capture the city of Richmond. So, it was decided that a large Union army would invade Virginia. The Union Army moved toward the town of Manassas where there was a small river called Bull Run.



← **Show image 6A-3: General McDowell and the Army of the Potomac**

The plan was for the Union Army to crush whatever army the Confederacy tried to put in its path and then march on and attack Richmond.⁸ The Union Army had thirty-five thousand soldiers, which up to that day was the single largest army ever assembled in America. The Union did not realize, however, that the Confederate Army, or the **Rebels** as they were also called, had roughly the same number of soldiers in the area.⁹

A large Confederate force had marched within twenty-five miles of Washington, D.C. They set up camp at the town of Manassas and waited to see what the Union Army would do.

That July, the Virginia summer heat was so hot it was sometimes hard to breathe. Union soldiers, many wearing heavy wool clothing, marched slowly for two days over rolling farmland and across shallow, muddy creeks. The Confederate soldiers waited for them at Manassas.¹⁰

By July 21, it was clear that the armies were going to **clash**.¹¹ The only question was, “Who is going to fire the first shot?”¹² Many wealthy citizens from Washington, D.C., including members of Congress, traveled with the Union Army on its march from the capital. Like so many others, these **civilians**—or non-soldiers—expected a quick battle, a rousing victory for the Union, and a quick end to the Confederate cause. These civilians wanted to witness the Union’s victory and the Confederacy’s defeat with their own eyes.

← **Show image 6A-4: Family watching Battle of Manassas**

Now, imagine what it might have been like for those civilians who traveled from Washington, D.C., to Manassas to watch the battle. They had driven their carriages and packed nice picnic lunches. They brought telescopes so they could see the action. Some had even brought their wives and children to watch history in the making. Imagine a family watching the battle unfold from atop a grassy hill.¹³ Civilians would watch from behind a line of Union artillery, or cannons. As the Confederates marched across the field, the Union guns opened fire.¹⁴

8 Remember, Richmond was the capital of the Confederacy.

9 Why do you think the Confederates were called Rebels? What does *rebellious* mean?

10 Later, soldiers in the Union Army wore blue uniforms, and soldiers in the Confederate Army wore gray uniforms. These two colors became symbols for the Union and the Confederacy.

11 or collide in intense disagreement

12 Who do you think fired the first shot in this battle?



13 Would you have wanted to be there to watch the battle?

14 Were your predictions about who would fire the first shot correct?

15 What do you think they heard?



Smoke filled the air so that civilian observers could no longer see what was happening. They could not see the disaster that was unfolding right in front of them, but something they heard gave them an idea that this battle was not going to go as Lincoln and his generals had hoped.¹⁵

← **Show image 6A-5: Confederate attack**

The Confederate Army did not run away as the Union had hoped. Instead, amid the firing of cannons and rifles, a new, terrifying sound emerged. This sound would come to be known as the Rebel Yell, and it would haunt Union soldiers for years to come. It was a high-pitched scream, a battle cry, which the Confederates yelled out as they attacked the Union Army.

Despite careful planning, almost nothing went according to the plans the Union Army had made. The Confederate cannons were older and less powerful than the Union's cannons, but the Confederate soldiers firing them seemed to have more skill.¹⁶

16 or ability



← **Show image 6A-6: Stonewall Jackson**

Several of the Confederate commanders seemed to have more skill than the Union commanders, as well. One commander, named General Thomas Jackson, showed particular courage and intelligence. That day, General Jackson earned the nickname Stonewall Jackson, because he stood like a stone wall against the Union attack.¹⁷ Stonewall Jackson went on to earn a reputation as one of the most brilliant generals in the Confederate Army, though he was killed halfway through the war. This painting shows him on his horse at the Battle of Manassas.

17 Who else have you learned about that had a nickname?



← **Show image 6A-7: Union retreat**

Stonewall Jackson and the rest of the Confederate Army won the First Battle of Manassas. By late afternoon, the Union Army broke apart and retreated, or went back toward the safety of Washington, D.C. The civilians who had come to watch the battle were shocked to realize that they were in the path of the retreating

18 *Retreating* means running away.

19 *Flee* means to run quickly from danger.



20 or destroyed

21 Do you think the Union or the Confederacy will win the war?

Union Army.¹⁸ The road back to Washington, D.C., quickly became clogged as the soldiers, running and on horseback, ran into panicked civilians trying to **flee** in their carriages.¹⁹

← **Show image 6A-8: Battle destruction**

Thousands of Union and Confederate soldiers were wounded or captured in this battle. Hundreds of men on both sides died as a result of those wounds because doctors didn't have the equipment or training then that they have today. The landscape around the battlefield was also **devastated**,²⁰ with roads, bridges, and entire hillsides in ruins. This image shows the destruction caused by the battle to both people and the land. A few days before, this was all lush, green farmland.

This was just the first of many, many battles in the years the Civil War took place. And the battles would be much bloodier in the months and years to come. After that first battle, which was called the First Battle of Manassas or the First Battle of Bull Run, President Lincoln and others in the North realized that this Civil War would not be easy to win. The Union realized that they would need a much larger army and, more important, they would need to prepare for a much longer war. In fact, within a year, many people would be wondering whether the Union would be able to win the war at all.²¹

Comprehension Questions

10 minutes

1. *Inferential* Why was the war that you heard about in the read-aloud called the U.S. Civil War, or the War Between the States? (It was a war between two groups of people within the United States.) Who were the two groups? (the Union, or the North; and the Confederacy, or the South)
2. *Inferential* Why did Lincoln and many people in the North think that the war would end quickly? (The North had more people, factories, and a larger army. The South had a smaller army and older weapons.)
3. *Inferential* Why do you think the first major battle of the Civil War was fought in Virginia? (It was close to Washington, D.C., the capital of the United States, and Richmond, the capital of the Confederacy at the time of the Civil War.)
4. *Evaluative* Who were the Rebels? (Confederate soldiers) In a previous lesson, you learned that the word *rebellious* describes someone who likes to do things his or her own way and not be controlled by someone else's rules. What do you think the name Rebels means? (a group that likes to do things their way and does not like to be controlled by others)
5. *Evaluative* What do you think President Lincoln will do now that he has realized that the war against the Confederacy will not be easily won? (Answers may vary.)

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



← **Show image 6A-2: Map of early Civil War battles**

8. *Evaluative Where? 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 *where*. For example, you could ask, “Where does today’s read-aloud take place?” Turn

to your neighbor and ask your *where* question. Listen to your neighbor's response. Then your neighbor will ask a new *where* 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: Devastated

5 minutes

← Show image 7A-1: Gettysburg wasteland

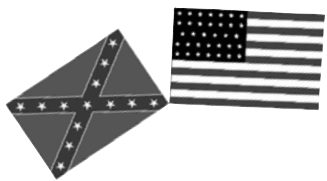
1. In the read-aloud you heard that the land around the battlefield was *devastated*; the roads, bridges, and hillsides were ruined.
2. Say the word *devastated* with me.
3. *Devastated* means destroyed and ruined.
4. The forest was devastated by the fire.
5. In what ways can you tell the land was devastated by the war by looking at this picture? How do you think the land looked after a battle?
[Ask two or three students. If necessary, guide and/or rephrase students' responses: "The land was devastated because I can see . . ." If available, show additional images of devastated land.]
6. What is the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to mention several situations. If I describe a situation where something has been devastated, say, “That was devastated.” If I describe a situation where something has not been devastated or has been hurt just a little bit, say, “That was not devastated.”

1. The bridge was blasted away by a cannonball. (That was devastated.)
2. The corn crop was all eaten up by pests. (That was devastated.)
3. The sidewalk had pictures drawn on it with chalk. (That was not devastated.)
4. The car had a little scratch on the side. (That was not devastated.)
5. The building collapsed during an earthquake. (That was devastated.)
6. Only one tree in the forest fell down during the storm. (That was not devastated.)



Complete Remainder of the Lesson Later in the Day



The War Begins

6_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

Sayings and Phrases: Easier Said Than Done

5 minutes

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Whereas some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help students understand the difference between the literal meanings of the words and their implied or figurative meanings.

- Ask students if they have ever heard the saying “easier said than done.” Have students repeat the saying. Explain that if something is easier said than done, it is easier to say how the task should be completed than it is to actually complete the task. Explain that if someone had said to President Lincoln, “This war should be over by now,” he may have said, “That is easier said than done.”
- Ask students if they have ever faced a task that was more difficult to complete than they originally thought. Give students the opportunity to share their experiences and encourage them to use the saying.
- You may also ask students to draw a picture of their experiences and ask them to write “easier said than done” as the caption. Give students the opportunity to share their drawings with a partner or with the class.

- Try to find opportunities to use this saying in various situations in the classroom.

Civil War Timeline

5 minutes

- Briefly review what is already on the Civil War Timeline.
- [Show students the card with “Civil War begins!”] Remind students that the U.S. Civil War began after the southern states seceded. Ask students if this card should be placed to the left or right of Image Card 11 (The Confederacy) to show that the war began after the Confederacy was formed. Place this card to the right of Image Card 11.
- Have students put “Civil War begins!” on the correct spot on their own Civil War Timelines.

Letter to a Friend (Instructional Master 6B-1)

20 minutes

Note: This activity is a good opportunity to reinforce letter writing conventions.

- Remind students that civilians traveled from Washington, D.C. to Manassas to watch the battle. Some civilians brought telescopes to watch the action, and some packed picnic lunches.
- Have students pretend that they were one of the civilians that had gone to see the battle in today’s lesson. Invite students to describe this battle in a letter to a friend.
- Have students look for the date on the letter—July 21, 1861. Ask why the letter has this particular date. (This was the day the Union Army clashed with the Confederate Army.)
- Have students think of a friend, real or imaginary, who will receive their letter.
- Help students brainstorm what they could write in their letter through prompting with the following questions:
 - Where were you?
 - Who were you with?
 - What did you see?

- What did you hear?
- How did you feel about being there?
- Have students conclude with a sentence about how they feel about the civil war so far.
- Students should sign their names at the closing of their letter.

Domain-Related Trade Book

- 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 thus far 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.

Take Home Material

Family Letter

Send home Instructional Masters 6B-2 and 6B-3.