

Rio Grande Valley Civil War Trail:
40 Lesson Plans

Rolando Avila, Ed.D.

Community Historical Archaeology Project with Schools Program

The University of Texas Rio Grande Valley

2017

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The University of Texas Rio Grande Valley

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CHAPS: utrgv.edu/chaps

Rio Grande Valley Civil War Trail: <http://www.utrgv.edu/civilwar-trail/>

Dedicated to

Dr. Hubert J. Miller, Professor Emeritus
(1927-2016)

A history scholar and educator who had the gift to inspire his students

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To learn more about the CHAPS program visit them on the web at: <http://www.utrgv.edu/chaps/>

Foreword

The College of Liberal Arts at the University of Texas Rio Grande (UTRGV) is strongly committed to the concept of engaged scholarship. That is, the production of scholarly work of value to academics, but also of value to the community that nourishes our institution. If the engaged university is described as a tree with branches that spread across the state and nation, but with roots deeply planted within the community, the Community Historical Archaeology Project with Schools (CHAPS).is one of UTRGV's deepest and strongest ones.

CHAPS is a quintessential example of engaged scholarship. The continuous partnership between top-notch scholars conducting top-quality research about our region in an ongoing partnership with UTRGV students, local, state and federal governmental agencies, local and regional non-governmental organizations and, of course schools, is a model to follow. *The Rio Grande Valley Civil War Trail: 40 Lesson Plans* is the most recent product of these partnerships. Building upon one of its largest and most ambitious endeavors to-date, the Rio Grande Civil War Trail, CHAPS and its supporters now bring the Trail into our 4th, 7th, 8th and 11th grade children's classrooms as a series of lesson plans that teachers can use to bring this rich history to life for them and show how are region has been a highly contended one for centuries.

As our region once again becomes the center of political, demographic and economic conflict, *The Rio Grande Valley Civil War Trail: 40 Lesson Plans* gains even greater relevance as an example of engaged scholarship. We hope that they encourage our younger generation to become participants in shaping the future of their community, as their forbearers have shaped its history.

As Dean of the College of Liberal Arts which is the CHAPS program home college at UTRGV, I am grateful to have been able support this effort along with other partners of the program. I hope that others also become supporters as the value of CHAPS's contributions become ever more apparent.

Walter Diaz, Ph.D.
Dean College of Liberal Arts

Preface

A century and a half ago the United States was emerging from the conflagration known as the American Civil War. Scholars debate the underlying causes of the rebellion. All recognize that the four years of the conflict created a million dead, wounded, and missing casualties in a country of 31 million. The sectional divide over the role of federal and state government, and racial inequality still permeates the United States of the twenty first century. It is important for children to learn of the past so that they can understand the present and, change the future.

The Rio Grande Valley Civil War Trail, running for 200 miles from Brownsville to Laredo, is the first trail in Texas devoted specifically to the era of the American Civil War, 1846-1876. Created in 2014 through the efforts of a consortium of local and county (Brownsville Historical Association, Cameron County Historical Commission, Hidalgo County Historical Commission, Roma Historical Commission, King Ranch Museum, Museum of South Texas History, Peñitas Historical Society, Port Isabel Museum, Starr County Historical Museum, Webb County Heritage Foundation, Zapata County Museum of History) State (Texas Tropical Trails, Texas Historical Commission), Federal (National Parks Service, U.S. Fish and Wildlife Service, International Boundary and Water Commission) representatives and nationally-known scholars (James Leiker, W. Stephen McBride, Jerry D. Thompson) under the leadership of the Community Historical Archaeology Project with Schools (CHAPS) Program at the University of Texas Rio Grande Valley identified more than sixty sites (www.utrgv.edu/civilwar-trail) associated with this era. They tell us stories of the past that heretofore have been forgotten.

Did you know that... Ulysses S. Grant, Robert E. Lee, James Longstreet, George Meade, and fifty other U.S. Army officers who served in the Rio Grande Valley became Union and Confederate generals?.. That the “Underground Railroad” ran through Hidalgo County to Mexico?.. Local families served in the Union (e.g., Hinojosa, Loya, Perez, Zamora) and Confederate (e.g, Barrera, Benavides, Lopez, Vidaurri) armies?.. The armies of President Juarez and Emperor Maximillian fought alongside Confederate and Union troops?.. African American troops fought at the battle of Palmito Ranch and later served at Forts Brown, Ringgold and McIntosh until 1906?

Dr. Rolando Avila, in this collection of forty lesson plans, brings the era of the American Civil War in the Rio Grande Valley to life for 4th, 7th, 8th, and 11th grade students. With them they now have an opportunity to understand the significant role the region played in the larger conflict. They also join college-level students at the University of Texas Rio Grande Valley in U.S. History I (HIST 1301), and thousands of residents and visitors in their discovery of this important and interesting era in American history.

With thanks to the Summerlee Foundation of Dallas, and on behalf of the CHAPS Program Team, I hope you and your students will find the Rio Grande Valley Civil War Trail’s stories to be illuminating and enlightening.

Russell K. Skowronek, Ph.D.
Director CHAPS Program www.utrgv.edu/chaps
Professor of Anthropology & History
Associate Dean, School of Interdisciplinary Programs & Community Engagement,
College of Liberal Arts

Introduction

The primary mission of Community Historical Archeology Project with Schools (CHAPS) is to help create citizens “who are aware of their local cultural and natural history....” One way that the CHAPS program has sought to do this is by developing curriculum that local school districts can use. More than a century ago, John Dewey warned educators of the pitfalls of teaching subjects in isolation from the student’s community and experiences. In this regard, the CHAPS program’s emphasis on the local is grounded on the philosophy that students learn best when they are allowed to use the local community as a laboratory of learning. A study of local history, for example, may help students better connect the past with the present, because the events have taken place in the same local area in which students live. They may visit the places either on a field trip or they may view websites with pictures and information about local sites.

David Sobel (*Place Based Education: Connecting Classrooms and Communities*, 2004) asserts that a curriculum with a focus on the local helps students develop stronger ties to their community and helps them become productive citizens. Learning about local history has the potential of bringing a community closer together. No matter how different students are, they may come to understand that they have a shared history. This may lead to pride in their community as well as a desire to engage in preservation projects and community service. The study of local history also has the potential to help students develop friendships with older generations who may share details about the Rio Grande Valley’s history.

Gregory A. Smith and David Sobel (*Place-and Community-Based Education in Schools*, 2010) address the possible opposition to a local focus in curriculum. Some may say that a focus on the local is not for them. Why? Standardized history tests focus on the national arena—not the local. After all, the argument goes, schools have to focus on keeping test scores up so they can meet Annual Yearly Progress (AYP). Based on years of research, Smith and Sobel label this argument a misconception and they offer educators a re-conceptualization: Since a focus on the local increases student interest, their increased engagement (in academic reading, writing, and speaking) in learning activities contributes to increased test scores on standardized tests. In addition to the potential benefits to standardized test scores, place-based education may increase overall academic achievement (David Sobel, *Place Based Education: Connecting Classrooms and Communities*, 2004). The study of local history may encourage students to better understand and want to learn more about the larger subject of history. And, it may help students develop various academic skills that can be applied to any academic discipline.

According to the CHAPS program co-director Dr. Russell Skowronek, the Rio Grande Valley Civil War Trail “is the first historical trail in the state of Texas devoted to the period of the American Civil War” (Press conference, 2015, <https://youtu.be/3tU2Ppe56fs>). Skowronek elaborated in a 2015 press conference:

The trail knits together an entire 200-mile region of the state that borders the Rio Grande. Geographically, the trail runs from Brownsville to Laredo (there are some off shoots). The Rio Grande Civil War Trail is a source of community pride and economic development.... It is important for...the community to learn about it (Press conference, 2015, <https://youtu.be/3tU2Ppe56fs>).

In an interview for *Texas Highways* magazine, CHAPS program co-director Dr. Christopher L. Miller explained that “the Civil War was a big deal in this region, economically, socially, and politically” (<http://www.texashighways.com/history/item/7945-forgotten-conflict-texas-rio-grande-valley-civil-war-trail>). In a 2017 press release, Skowronek added, “We live in a corner of the United States that is often overlooked. We have found that if we don’t tell our story no one else will” (<http://www.utrgv.edu/en-us/about-utrgv/news/press-releases/2017/january-09-chaps-program-lands-international-recognition-for-uncovering-rgv-history/index.htm>). A study of our local history “makes people aware that we have a history that is part of the larger history of our country and region” (<http://www.utrgv.edu/en-us/about-utrgv/news/press-releases/2017/january-09-chaps-program-lands-international-recognition-for-uncovering-rgv-history/index.htm>).

In this respect, the Rio Grande Civil War Trail showcases an important part of South Texas history. The lessons in this book, *The Rio Grande Civil War Trail: 40 Lesson Plans*, are aligned to objectives in the Social Studies Texas Essential Knowledge and Skills (TEKS) for both elementary and secondary schools. Although the lessons may be easily adapted to other grade levels, the primary focus is on 4th grade, 7th grade, 8th grade, and Advanced Placement (AP) U.S. History. In each grade level, there are a variety of lessons that teachers may choose from depending on student needs and interests. Aside from the 40 lesson plans, this book also contains five enrichment activities that can be easily adapted to any K-12 grade level. It is our hope that these lessons and activities will create opportunities for the study of local history in a way that will transform the local community into a laboratory for learning. It is also our hope that as students engage in these lessons and activities, they will become better prepared for state standardized tests and overall academic achievement.

-Rolando Avila, Ed.D.

4th Grade Lesson Plans

01. Analyzing Artifacts
02. Visiting Historic Places
03. Biography
04. Events
05. Reading a Map & Making Generalizations
06. Analyzing an Inset Map
07. Identifying Main Idea & Supporting Details
08. Cause & Effect
09. Sequencing
10. Categorizing & Summarizing

Analyzing Artifacts - Lesson Plan

Subject: Social Studies

Grade Level: 4th

Objectives: 113.15. Social Studies, Grade 4. (b) Knowledge and skills. (b21) Social studies skills. The student applies critical thinking skills to organize and use information acquired from a variety of sources. The student is expected to: (b21A) use valid primary and secondary sources such as artifacts to acquire information about the United States and Texas; (b21B) analyze information by making generalizations and predictions, and drawing conclusions. (b22) Social studies skills. The student communicates in written and oral forms. The student is expected to: (b22A) use social studies terminology correctly; (b22B) incorporate main and supporting ideas in verbal and written communication; (b22C) express ideas orally based on research and experiences.

Materials:

- Collection of artifacts located in the Civil War Trail trunk
- Copies of student “Analyzing Artifacts – Graphic Organizer – Handout”
- Writing instruments (pens or pencils)

Lesson Duration: 1 class period

Activity:

- Discuss what artifacts are. One definition of artifacts is: “**Material remains studied and used by archeologists and historians to support their interpretation of human history. Examples of artifacts include bones, pots, baskets, jewelry, furniture, tools, clothing, and buildings.**” (M. Menzin, C. Podraza, & S. Alexander. *The Bedford Glossary for U.S. History*, 2007.)
- Inform students that they will be analyzing Civil War artifacts
- Create student groups of 3 to 4 students
- Provide each student with a copy of the student “Analyzing Artifacts – Graphic Organizer – Handout”
- Provide each group with an artifact from the Civil War Trail trunk
- Instruct students to work together to analyze the artifact.
 - Ask all students to answer the questions on the handout to guide their analysis of the artifact you provided them.
 - Ask students to discuss their ideas with their group members. At this stage, the emphasis is on creating a plausible narrative, rather than “proving” assertions.
- After about 20 to 30 minutes of group analysis, ask one student from each group to orally report on their group’s findings about their artifact.

Closing: Correct inaccuracies and explain to the students how all the different artifacts fit together in the historical narrative.

Name: _____

Period: _____

Analyzing Artifacts – Graphic Organizer – Handout

Tell about your artifact by answering these questions.

What is it made of?

What is it?

How old is it?

What was it used for?

Have you ever used it?

Was it made by hand or mass produced in a factory?

Is it used today?

Visiting Historic Places – Lesson Plan

Subject: Social Studies

Grade Level: 4th

Objectives: 113.15. Social Studies, Grade 4, (a) Introduction. To support the teaching of the essential knowledge and skills, local topics should be included. Motivating resources are available from museums, historical sites, and local and state preservation societies. (b) Knowledge and skills. (b21) Social studies skills. The student applies critical thinking skills to organize and use information acquired from a variety of sources. The student is expected to: (b21A) use valid primary and secondary sources to acquire information about the United States and Texas; (b22) Social studies skills. The student communicates in written and visual forms. The student is expected to: (b22A) use social studies terminology correctly; (b22B) incorporate main and supporting ideas in written communication; (b22C) express ideas orally based on research and experiences.

Materials:

- Rio Grande Valley Civil War Trail map
- Copies of student “Visiting Historic Places – Graphic Organizer – Handout”
- Writing instruments (pens or pencils)
- Poster boards
- Drawing tools such as color pencils, color markers, or crayons

Lesson Duration: 1 day and 2 class periods

Activity:

- Discuss the Civil War Trail.
- Take students on a field trip to historic sites on the Civil War Trail (1 day).
- Provide each student with 1 copy of the handout for every site that they visit.
- Ask students to answer the questions on a different handout for every site that they visit.
- During the two days after the field trip, instruct students to use their notes to make posters that textually and visually represent events, historic scenes, or historical figures associated with the Rio Grande Civil War Trail (2 class periods).

Closing: Explain to the students how all the different historic places played a part in the history of the Rio Grande Valley, Texas, and the United States. Exhibit the posters in your classroom, hall, school library, or lobbies of local businesses.

Name: _____

Period: _____

Visiting Historic Places – Graphic Organizer – Handout

Use this handout to take notes and draw a picture of something you see at a historic place.

What is the name of this place?

What did you learn about this place?

What do you see?

Draw a picture of something you see here:

List three details about this place:

- 1.
- 2.
- 3.

Biography – Lesson Plan

Subject: Social Studies

Grade Level: 4th

Objectives: 113.15. Social Studies, Grade 4, (b) Knowledge and skills. (b21) Social studies skills. The student applies critical thinking skills to organize and use information acquired from a variety of sources. The student is expected to: (b21A) use valid primary and secondary sources to acquire information about the United States and Texas; (b21B) analyze information by categorizing (b22) Social studies skills. The student communicates in written and visual forms. The student is expected to: (b22A) use social studies terminology correctly; (b22B) incorporate main and supporting ideas in written communication.

Materials:

- Copies of “Biography – Reading – Handout”
- Copies of “Biography – Graphic Organizer – Handout”
- Copies of “Biography – Image of Col. Santos Benavides – Handout”
- Scissors & tape (or glue)
- Writing instruments (pens or pencils)
- Writing paper

Lesson Duration: 1 period

Activity:

- Make enough copies of the Image sheet so that each student may cut out Benavides’ portrait to use on their Graphic Organizer – Handout.
- Give each student a copy of the Reading – Handout & a copy the Graphic Organizer – Handout
- Lead a guided reading activity & ask students to fill in the graphic organizer as they read.
- After students have completed the graphic organizer, ask students to use it to help them write an organized paragraph-length biography of Col. Santos Benavides on writing paper.

Closing: State the three main reasons why Col. Santos Benavides is remembered. He is most famous for: 1) the defense of Laredo, Texas in 1864, 2) allowing the cotton trade lines to remain open, and 3) for being the highest ranking Hispanic Confederate officer during the Civil War.

Name: _____

Period: _____

Biography – Reading – Handout

Col. Santos Benavides

Colonel Santos Benavides became the **highest-ranking Tejano to serve the Confederacy**. Born in Laredo, Texas on November 1, 1823, he was a descendant of Tomás Sánchez de la Barrera y Garza, the founder of the small community. Benavides was loyal to the Lower Rio Grande Valley area. As a political and military leader in Laredo, Benavides brought a traditionally isolated region closer to the mainstream of Texas politics while preserving a sense of local independence.

Assigned to the Rio Grande Military District at the beginning of the war, Benavides drove his rival Juan Cortina into Mexico at the battle of Carrizo in May 1861. In his official report to John “Rip” Ford regarding his actions towards Cortina’s men, Benavides wrote, “Before attacking Cortina, I particularly ordered my men not to arrest any of the bandits, but to kill all that fell into their hands. Consequently, I have no prisoners” (J. Thompson, “A Stand along the Border.” *Civil War Times Illustrated*, August 1980, p. 31). He crushed other local revolts against Confederate authority on the Rio Grande. In November 1863 Benavides was authorized to raise his own force that became known simply as Benavides’ Regiment.

Perhaps **his greatest triumph came on March 19, 1864 when he drove back more than two hundred Union soldiers from Laredo**. Union forces attempted to destroy five thousand bales of cotton stacked in the St. Augustine Plaza when they attacked Laredo. Benavides and his men barricaded the streets with cotton bales and placed snipers on the buildings around the plaza. **Benavides helped make possible the safe passage of cotton across the Rio Grande to Mexico during the Union occupation of the Lower Rio Grande Valley in 1863-64.**

During Reconstruction, Benavides remained active in his mercantile and ranching activities along with his brother Cristobal. He served three times in the Texas House of Representatives from 1879 to 1884, the only Tejano in the legislature at time, and twice served as alderman in Laredo. He died at his home in Laredo on November 9, 1891.

Name: _____

Period: _____

Biography – Graphic Organizer – Handout

Use this handout to take notes as you read.

Name:

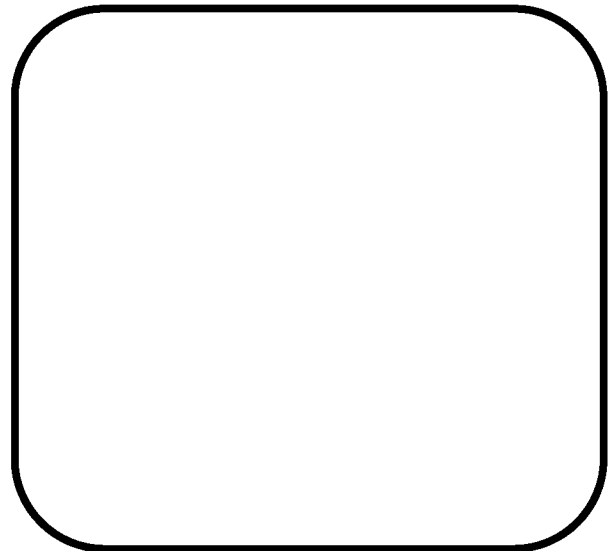
From:

Date of Birth:

Died:

Background:

Role in the Civil War:



Paste or draw a picture in the box above.

Adjectives I'd use to describe this person:

1.

2.

3.

Quotation or any other important information:

Biography – Image of Col. Santos Benavides – Handout



Events – Lesson Plan

Subject: Social Studies

Grade Level: 4th

Objectives: 113.15. Social Studies, Grade 4, (b) Knowledge and skills. (b21) Social studies skills. The student applies critical thinking skills to organize and use information acquired from a variety of sources. The student is expected to: (b21A) use valid primary and secondary sources to acquire information about the United States and Texas; (b21B) analyze information by categorizing (b22) Social studies skills. The student communicates in written and visual forms. The student is expected to: (b22A) use social studies terminology correctly; (b22B) incorporate main and supporting ideas in written communication.

Materials:

- Copies of “Events – Reading – Handout”
- An example of a recent newspaper front page
- Writing instruments (pens, pencils, color markers, crayons, color pencils, etc.)
- Poster boards

Lesson Duration: 2 periods

Activity:

- Put students in groups of 3 or 4
- Give each student a copy of the “Events – Reading – Handout”
- Lead a guided reading activity
- Show students the front page of a recent newspaper
- Give each group a poster board and writing instruments
- Ask each group of students to work together and use the poster board to show what they have learned by creating a front-page story that reports on The Battle of Palmito Ranch (1865). The poster should look like a front page of a newspaper (only larger). It should contain at least the following: 1) a headline, 2) a drawn illustration, 3) a short narrative that reports on the battle and states why it is important. The poster should be colorful and it should reflect the students’ understanding of the material.

Closing: Comment on the students’ posters and remind the students that the reason that the Battle of Palmito Ranch is important is because it was the last battle of the Civil War. Display the finished projects in the classroom.

Events – Reading – Handout

Did you know that the last land battle of the Civil War was fought along the Mexican border at Palmito Ranch near Brownsville, Texas?

Battle of Palmito Ranch (1865)

Though largely unknown by the public in general, the skirmish at Palmito Ranch on May 13, 1865 was the last battle of the Civil War. Most fighting had ended after Robert E. Lee's surrender at Appomattox Courthouse on April 9, but many Confederate commanders west of the Mississippi had not yet accepted the Union's victory.

By this time, Confederate troops still controlled Fort Brown, Brownsville, and the surrounding mainland, while a small Union garrison occupied Brazos Island. On



Palmito Ranch Battlefield painting by Clara Lily Ely, Courtesy of Texas Southmost College

May 11, Colonel Theodore H. Barrett, commander at Brazos Island, ordered Lieutenant Colonel David Branson to lead 250 men of the 62nd U.S. Colored Infantry and fifty men of the 2nd Texas Cavalry toward the remaining Confederate strongholds. Branson's force advanced to Palmito Ranch and on May 13, bolstered by Barrett himself and 200 men of the 34th Indiana Infantry, pressed steadily

onward toward Brownsville. The arrival of John S. "Rip" Ford with 300 Confederate cavalymen and several artillery pieces halted Barrett's advance near the western edge of Palmito Ranch. The Union Infantry fell back to the coast and as darkness fell, an artillery bombardment by Union naval ships held the Confederates at bay and allowed the federals to escape.

Casualties in the battle were relatively light, the Confederates counting ten men wounded and the Union six wounded and two killed. One of the dead was Private John Jefferson Williams of the 34th Indiana Infantry who earned the sad distinction of becoming the final battlefield fatality in America's bloodiest war.

Reading a Map & Making Generalizations – Lesson Plan

Subject: Social Studies

Grade Level: 4th

Objectives: 113.15. Social Studies, Grade 4, (b) Knowledge and skills. (b6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: (b6A) apply geographic tools, including legends, symbols, and compass roses to interpret maps (b21) Social studies skills. The student applies critical thinking skills to organize and use information acquired from a variety of sources. The student is expected to: (b21A) use valid primary and secondary sources to acquire information about the United States and Texas; (b21B) analyze information by making generalizations (b22) Social studies skills. The student communicates in written and visual forms. The student is expected to: (b22A) use social studies terminology correctly; (b22B) incorporate main and supporting ideas in written and oral communication.

Materials:

- RGV Civil War Trail Map
- Copies of “Reading a Map & Making Generalizations – Handout”
- Writing instruments (pens or pencils)

Lesson Duration: 1 period

Activity:

- Explain to students that a generalization is a broad statement that applies to many examples and that words such as *all*, *most*, *many*, *usually*, or *generally* often tell readers that a generalization is being made. An example of a generalization is *most children like to play games*. Readers make generalizations based on main ideas, supporting details (or evidence), and their own knowledge. Good generalizations are supported by details.
- Post the front side of the RGV CW Trail map on the wall
- Give each student a copy of the “Reading a Map & Making Generalizations – Handout”
- Put students in groups of 3 or 4; allow each group several minutes to read the map; ask each group to discuss ways of making generalizations about the map; and ask each student to use the handout to write about what they saw and read on the map
- Ask one student from each group to state one generalization that their group made about the map

Closing: Some possible generalizations may include: 1) Most cities were located along the Rio Grande. You may discuss how access to drinking water has historically determined where people settle. 2) Many rivers (like the Rio Grande) have an impact on economic, military, political, and cultural history. You may discuss the economic importance of cotton, battles, the river as an international boundary, and the various groups of people that lived along the river.

Name: _____

Period: _____

Reading a Map & Making Generalizations – Handout

Look at the map. Pay special attention to the legend, symbols, and compass rose. Use this handout to guide your thinking as you make generalizations about the map.

How can you use the information on the map to make a generalization?

What is one way that the different regions are alike?

Finish this generalization:

1. Most of the regions on the map...

Supporting details:

Finish this generalization:

2. All of the regions of the map have...

Supporting details:

Analyzing an Inset Map – Lesson Plan

Subject: Social Studies

Grade Level: 4th

Objectives: 113.15. Social Studies, Grade 4, (b) Knowledge and skills. (b6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: (b6A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses to interpret maps (b21) Social studies skills. The student applies critical thinking skills to organize and use information acquired from a variety of sources. The student is expected to: (b21A) use valid primary and secondary sources to acquire information about the United States and Texas; (b21B) analyze information by comparing, contrasting, and drawing conclusions (b22) Social studies skills. The student communicates in written and visual forms. The student is expected to: (b22A) use social studies terminology correctly; (b22B) incorporate main and supporting ideas in written and verbal communication.

Materials:

- RGV Civil War Trail Map
- Copies of “Analyzing an Inset Map – Handout”
- Writing instruments (pens or pencils)

Lesson Duration: 1 period

Activity:

- Explain to students that an inset map is a map that is set inside a larger scale map. It is usually enclosed in a box in a corner of the larger map. On the back side of the Civil War Trail Map, you will find three inset maps: Two in Starr County and one in Cameron County. Each inset map gives you more detailed information. It is like viewing the maps through a magnifying glass.
- Post the back side of the RGV Civil War Trail map on the wall (or some other highly visible place)
- Give each student a copy of the “Analyzing and Inset Map – Handout”
- Put students in groups of 3 or 4
- Allow each group several minutes to view (and read) the map
- Ask each group to work together to answer the questions on the handout

Closing: Read the questions one at a time and randomly call on students to verbally provide the answer to each question.

Name: _____

Period: _____

Analyzing an Inset Map – Handout

Definition: An **inset map** is a small map that is set inside a larger map. It is usually enclosed in a box in a corner of the larger map. On the back side of the Civil War Trail Map, you will find three inset maps: Two in Starr County and one in Cameron County. Each inset map gives you more detailed information. It is like viewing the maps through a magnifying glass.

Instructions: Look at the large map in Cameron County. Now, look at the inset map in Cameron County, and answer the following questions:

1. What information does the inset map provide?

2. What city is shown in the inset map?

3. How is the inset map more helpful than the larger map?

4. What information does the inset map show that is not found on the larger map?

5. What information might be shown on an inset map of your home town?

Identifying Main Idea & Supporting Details – Lesson Plan

Subject: Social Studies

Grade Level: 4th

Objectives: 113.15. Social Studies, Grade 4, (b) Knowledge and skills. (b21) Social studies skills. The student applies critical thinking skills to organize and use information acquired from a variety of sources. The student is expected to: (b21A) use valid primary and secondary sources to acquire information about the United States and Texas; (b21B) analyze information by finding main idea (b22) Social studies skills. The student communicates in written and visual forms. The student is expected to: (b22A) use social studies terminology correctly; (b22B) incorporate main and supporting ideas in written communication.

Materials:

- Copies of “Identifying Main Idea & Supporting Details – Reading – Handout”
- Copies of “Identifying Main Idea & Supporting Details – Graphic Organizer – Handout”
- Writing instruments (pens or pencils)

Lesson Duration: 1 period

Activity:

- Explain to students that the most important thought of a reading section is the **main idea**. The main idea is determined by the **supporting details** (including facts, reasons, or examples) found in the reading section.
- Give each student a copy of the “Identifying Main Idea & Supporting Details – Reading – Handout” and a copy of the “Identifying Main Idea & Supporting Details – Graphic Organizer – Handout”
- Lead a guided reading activity and ask students to identify the main idea and the supporting details of the reading section.
- Ask students to fill out the graphic organizer.

Closing: Answers may vary, but should include the importance of salt to the region. The supporting details may include the different ways that salt was used or the long history (starting from colonial times, to the Civil War, to the 1940s) of salt mining in the Rio Grande Valley. In closing, verbally summarize the main idea and some supporting details.

Identifying Main Idea & Supporting Details – Reading – Handout

La Sal del Rey Salt Lake

For centuries, this remote site was a destination for American Indians, Spanish settlers, Mexican traders, and Anglo-Americans who sought the rich source of valuable white crystals known as **salt**. La Sal del Rey is the site of a large salt lake and was South Texas's main source of vital salt during the **Civil War**.

In addition to **seasoning**, salt was the chief means of **preserving** meat and fish. **Livestock**, including cattle, mules, and horses needed it and the white crystals were used in **curing leather** for shoes, harnesses, and other military goods.

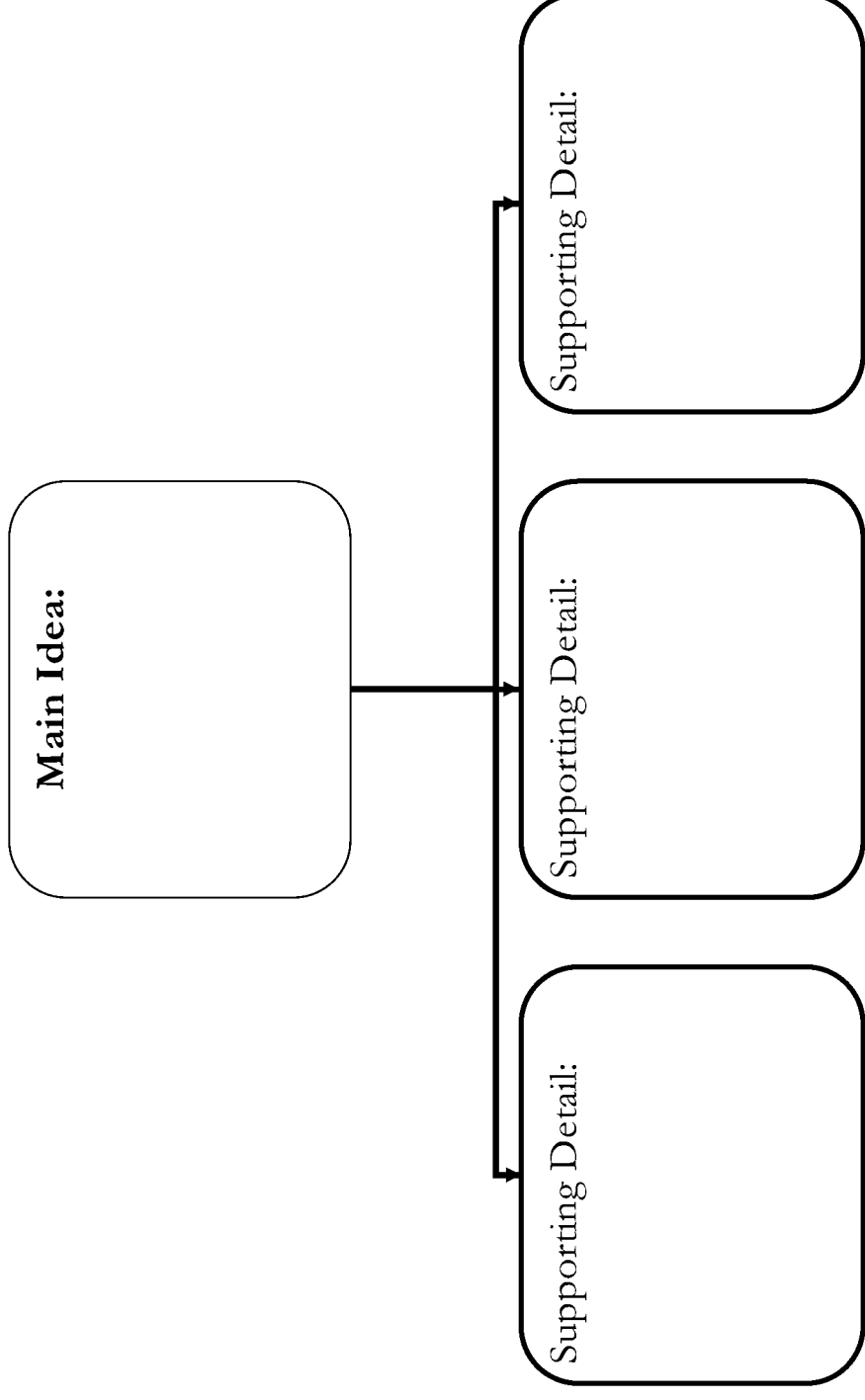
Wagon loads of salt went south to **Brownsville** for shipment from **Matamoros** and **Bagdad**. Empty cotton wagons returning from Brownsville often stopped here to load salt for destinations in central and east Texas. In **1863**, Union forces destroyed the salt works. The following year, when Confederates took control of the Valley again, they used La Sal del Rey as a staging point and re-opened the mines. The name La Sal del Rey is Spanish, meaning "The King's Salt," a reference to royal ownership of valued mineral sources in **colonial times**. After the Civil War, a legal **controversy** over the lake's ownership led to the State of Texas declaring that mineral rights belonged to private property owners and not to the general public. Salt mining continued at La Sal del Rey until the **1940s**. Today it is a federal nature preserve, looking much as it did during the 1860s.

Period:

Identifying Main Idea & Supporting Details – Handout

Definitions: The most important thought of a reading section is the **main idea**. The main idea is determined by the **supporting details** (including facts, reasons, or examples) found in the reading section.

Instructions: Read the handout. As you read, identify the main idea of the reading section and write it down in the box below. Then write down the main idea's three supporting details:



Cause and Effect – Lesson Plan

Subject: Social Studies

Grade Level: 4th

Objectives: 113.15. Social Studies, Grade 4, (b) Knowledge and skills. (b21) Social studies skills. The student applies critical thinking skills to organize and use information acquired from a variety of sources. The student is expected to: (b21A) use valid primary and secondary sources to acquire information about the United States and Texas; (b21B) analyze information by identifying cause-and-effect (b22) Social studies skills. The student communicates in written and visual forms. The student is expected to: (b22A) use social studies terminology correctly; (b22B) incorporate main and supporting ideas in written and verbal communication.

Materials:

- Copies of “Cause and Effect – Reading – Handout”
- Copies of “Cause and Effect – Graphic Organizer – Handout”
- Writing instruments (pens or pencils)

Lesson Duration: 1 period

Activity:

- Explain to students that an event or action that makes something else happen is a **cause**. What happens as a result of that event or action is the **effect**.
- Give each student a copy of the “Cause and Effect – Reading – Handout” and a copy of the “Cause and Effect – Graphic Organizer – Handout”
- Lead a guided reading activity and ask students to identify one cause and one effect of that cause.
- Ask students to fill out the graphic organizer.

Closing: Answers may vary. In closing, randomly select several students to share the causes and effects that they identified in the reading.

Cause and Effect – Reading - Handout

Bagdad

Located near the mouth of the Rio Grande, Bagdad played a vital role as a port city for Mexico and the Confederates during the Civil War. Although the ports of Texas were blockaded by Union warships, the Rio Grande was recognized as an international **waterway**. This allowed Mexican-flagged steamers to legally carry **cotton** brought into the Rio Grande Valley from other parts of Texas, Louisiana, and Arkansas to Bagdad. At times, as many as three hundred ships from **England** and other European nations were anchored off the coast of Bagdad awaiting shipments of the precious fiber. Important **goods** such as medicine, food, clothing, gunpowder, and rifles were subsequently **smuggled** through Bagdad as well.

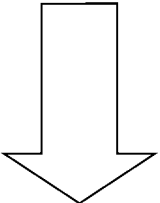
This small community, established in 1848, became a bustling city of 25,000 inhabitants that attracted cotton brokers, sailors, teamsters, gamblers, French and Austrian troops in the service of **Emperor Maximilian**, and various assortments of criminals. When Brownsville's cotton shipments were interrupted by Union occupation in November 1863, this transport moved west to **Laredo**. The war's end quickly brought the lucrative export business of Bagdad to an end, but it was the horrific **hurricane** of 1867 that had the final word: Mother Nature reclaimed the once desolate, salt-sprayed sand dunes and marshland and Bagdad now lives on only in history, tales, and memory.

Name: _____ Period: _____

Cause and Effect – Handout

Definitions: An event or action that makes something else happen is a **cause**. What happens as a result of that event or action is the **effect**.

Instructions: Read the handout. As you read, identify one cause and write it down in the “cause” box below. Then write down one effect (of that cause) in the “effect” box below:

<div>Cause</div>		<div>Effect</div>
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Sequencing – Lesson Plan

Subject: Social Studies

Grade Level: 4th

Objectives: 113.15. Social Studies, Grade 4, (b) Knowledge and skills. (b21) Social studies skills. The student applies critical thinking skills to organize and use information acquired from a variety of sources. The student is expected to: (b21A) use valid primary and secondary sources to acquire information about the United States and Texas; (b21B) analyze information by sequencing (b22) Social studies skills. The student communicates in written and visual forms. The student is expected to: (b22A) use social studies terminology correctly; (b22B) incorporate main and supporting ideas in written communication.

Materials:

- Copies of “Sequencing – Reading – Handout”
- Copies of “Sequencing – Graphic Organizer – Handout”
- Writing instruments (pens or pencils)

Lesson Duration: 1 period

Activity:

- Explain to students that the order in which event occurred is their **sequence**. The sequence tells what happened first, next, and last.
- Give each student a copy of the “Sequencing – Reading – Handout” and a copy of the “Sequencing – Graphic Organizer – Handout”
- Lead a guided reading activity and ask students to identify the **first** event, the **next** event, and the **last** event in a series of events.
- Ask students to fill out the graphic organizer.

Closing: Answers may vary. In closing, randomly select several students to share the sequence of events that they identified in the reading.

Sequencing – Reading - Handout

U.S. Colored Troops

Early in **1863**, **Abraham Lincoln** observed: “The colored population is the great available yet unavailed of force for restoring the Union.” Two months later the War Department issued **General Order #143** which sanctioned the creation of the United States Colored Troops (USCT).

Three regiments of the USCT entered the Rio Grande Valley in the fall of 1864. Encamped at Brazos Santiago, a detachment of the 62nd Infantry fought Confederates at the **Battle of Palmito Ranch** on May 13, 1865. Two weeks later, on May 30, the 62nd, along with other U.S. Army units, moved into Brownsville. By May 1865, nearly 16,000 USCT veterans of the 25th Corps arrived at Brazos Santiago from City Point, Virginia, and were quickly dispersed to Forts Brown at **Brownsville**, Ringgold Barracks at **Rio Grande City**, Fort McIntosh at **Laredo**, and Fort Duncan at **Eagle Pass**, as well as to smaller posts where they were assigned to prevent former Confederates from establishing their defeated government and army in Mexico.

Later, the USCT, along with their successors the "**buffalo soldiers**"—as they were called by Plains Indians—patrolled the border to stop ongoing violence in Mexico from spilling into the United States, and to discourage **bandits** and Indians from attacking civilian communities. The black soldiers made a fine adjustment to the hot desert terrain and diverse culture of the Valley, as explained by Sergeant Major Thomas Boswell of the 116th: "If our regiment stays here any length of time we will all speak Spanish, as we are learning very fast."

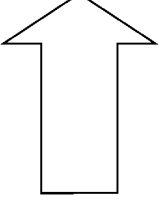
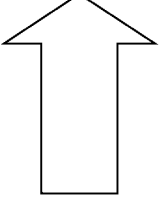
The last USCT regiment, the 117th U.S. Colored Infantry, left the Rio Grande in **July 1867**.

Name: _____ Period: _____

Sequencing – Graphic Organizer – Handout

Definitions: The order in which events occurred is their sequence. The sequence tells what happened first, next, and last.

Instructions: Read the handout. As you read, write down three major events in correct sequence:

First		Next		Last

Categorizing & Summarizing – Lesson Plan

Subject: Social Studies

Grade Level: 4th

Objectives: 113.15. Social Studies, Grade 4, (b) Knowledge and skills. (4) History. The student understands the political, economic, and social changes on Texas during the last half of the 19th century. The student is expected to: (b4A) describe the impact of the Civil War and Reconstruction on Texas (b21) Social studies skills. The student applies critical thinking skills to organize and use information acquired from a variety of sources. The student is expected to: (b21A) use valid primary and secondary sources to acquire information about the United States and Texas; (b21B) analyze information by categorizing and summarizing (b22) Social studies skills. The student communicates in written and visual forms. The student is expected to: (b22A) use social studies terminology correctly; (b22B) incorporate main and supporting ideas in written communication.

Materials:

- Copies of “Categorizing & Summarizing – Reading – Handout”
- Copies of “Categorizing & Summarizing – Graphic Organizer – Handout”
- Writing paper
- Writing instruments (pens or pencils)

Lesson Duration: 1 period

Activity:

- Give each student a copy of the “Categorizing & Summarizing – Reading – Handout” & a copy the “Categorizing & Summarizing – Graphic Organizer – Handout”
- Lead a guided reading activity & ask students to fill in the graphic organizer as they read.
- After students have completed the graphic organizer, ask students to use it to help them write an organized paragraph-length summary of the **political, economic, and social impact of the Civil War and Reconstruction on Texas**.
- Ask students to summarize by restating the most important ideas, or key points, in their own words.

Closing: Orally summarize the political, economic, and social impact of the Civil War and Reconstruction on Texas.

Name: _____

Period: _____

Categorizing & Summarizing – Reading – Handout

The American Civil War and Reconstruction changed Texas in important ways. Texas was part of the Confederacy, and at the end of the war, the Confederacy returned to the United States.

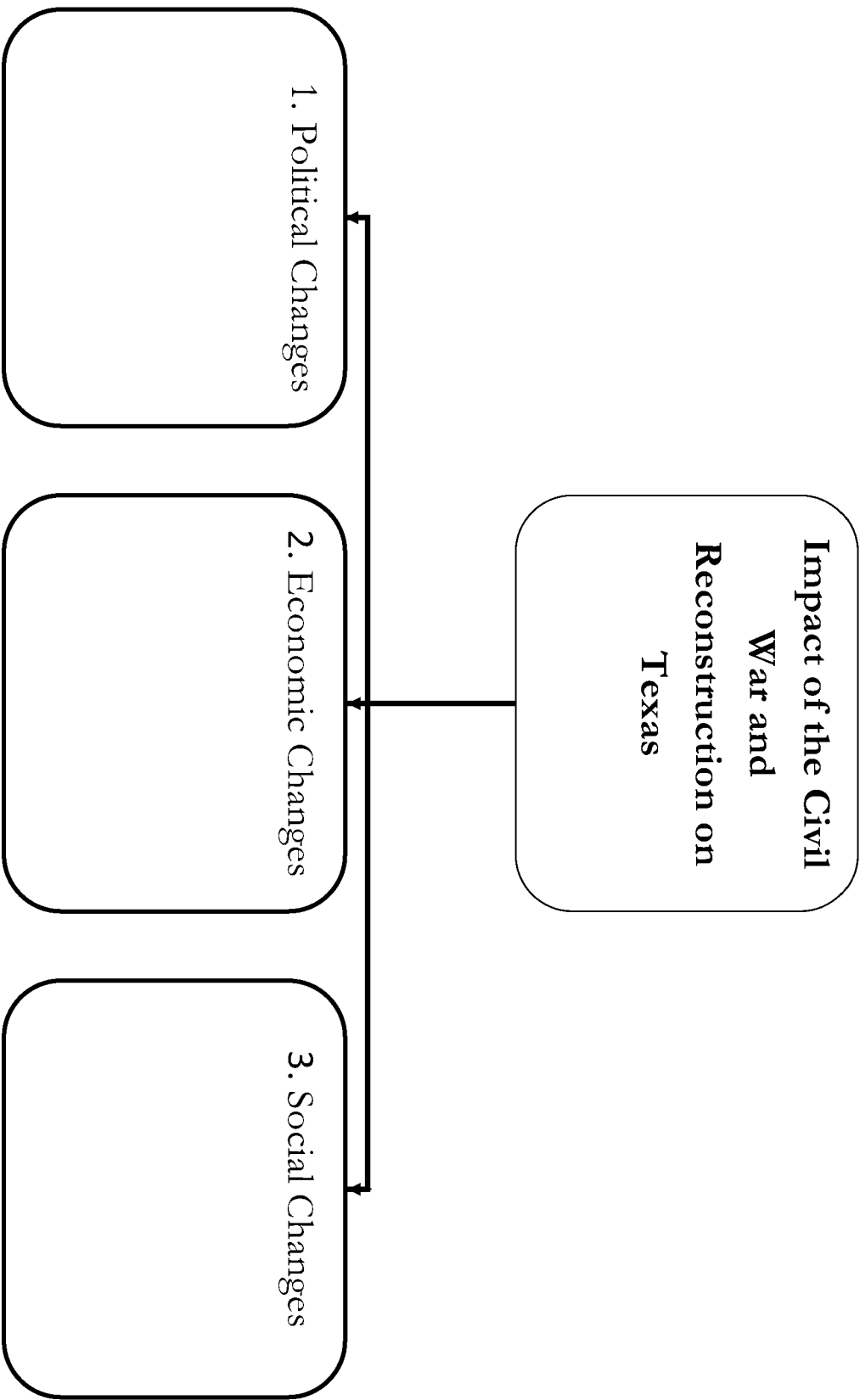
Before the war, slaves were not allowed to leave their masters. An important political change that happened in Texas after the war was that the **Thirteenth Amendment** (1865) ended (or abolished) slavery. This meant that former slaves were now free to move around. This led to an important social change. Many slaves had been sold to other masters, and freedom allowed slave families to reunite. An important economic change had to do with the way that slaves worked. Before slaves were freed, slaves worked for their masters for no money. After slaves were set free, they had to find new ways to earn a living. During Reconstruction, many former slaves became sharecroppers (farmers who pay part of the crops they grow to a landowner).

The **Fourteenth Amendment** (1868) was another important political change. It declared that all native-born or naturalized persons were citizens. The Fourteenth Amendment said that all former slaves had the right to be protected and treated equally under the law. Unfortunately, many people in the South ignored the Fourteenth Amendment. The **black codes** had a big social impact on the life of former slaves and their children, because these laws enforced **segregation** (kept people in separate groups based on their race). Segregation was enforced in all public places. **Lynching** (acts of violence and the hanging of former slaves) was also common.

The **Fifteenth Amendment** (1870), another important political change, declared that the right to vote should not be denied on the basis of race. Due to the Fifteenth Amendment, former slaves now had a legal right to vote, but some states in the South, including Texas, found ways around the Fifteenth Amendment. The **poll tax** set a fee that people had to pay in order to vote. Many poor people could not afford to pay the tax, so they were not allowed to vote. Some states made voters take **literacy tests** to prove that they could read. If they could not read, they were not allowed to vote. Many former slaves had never been to school, so they could not read. These laws and the threat of violence discourage many former slaves from voting.

Categorizing & Summarizing – Graphic Organizer – Handout

As you read, complete numbers 1, 2, & 3 of the graphic organizer below to show the impact of the Civil War and Reconstruction.



7th Grade Lesson Plans

11. Analyzing Artifacts
12. Visiting Historic Places
13. Biography
14. Events
15. Reading a Map, Making Generalizations, & Summarizing
16. Analyzing an Inset Map
17. Identifying Main Idea, Supporting Details, & Summarizing
18. Cause & Effect
19. Sequencing
20. Categorizing & Summarizing

Analyzing Artifacts – Lesson Plan

Subject: Social Studies

Grade Level: 7th

Objectives: 113.19. Social Studies, Grade 7. (b) Knowledge and skills. (b20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to: (b20A) compare type and uses of technology, past and present; (b21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources. The student is expected to: (b21A) use valid primary and secondary sources such as artifacts to acquire information about Texas; (b21B) analyze information by making generalizations and predictions, and drawing inferences and conclusions. (b22) Social studies skills. The student communicates in written and oral forms. The student is expected to: (b22A) use social studies terminology correctly; (b22D) create written and oral presentations of social studies information; (b22C) express ideas orally based on research and experiences.

Materials:

- Collection of artifacts located in the Civil War Trail trunk
- Copies of student “Analyzing Artifact – Graphic Organizer – Handout”
- Writing instruments (pens or pencils)

Lesson Duration: 1 class period

Activity:

- Discuss what artifacts are and write a definition on the board. **Definition: “Material remains studied and used by archeologists and historians to support their interpretation of human history. Examples of artifacts include bones, pots, baskets, jewelry, furniture, tools, clothing, and buildings.”** (M. Menzin, C. Podraza, & S. Alexander. *The Bedford Glossary for U.S. History*, 2007.
- Inform students that they will be analyzing Civil War artifacts; Create student groups of 4 to 5 students; Provide each student with a copy of the student “Analyzing Artifacts – Graphic Organizer – Handout”; Provide each group with an artifact from the Civil War Trail trunk
- Ask students to answer the questions on the handout to guide their analysis of the artifact; Instruct students to work together to analyze and discuss the artifact; After about 20 minutes of group analysis, ask one student from each group to orally report on their group’s findings about their artifact.

Closing: Correct inaccuracies and explain to the students how all the different artifacts fit together in the historical narrative.

Name: _____

Date: _____

Analyzing Artifacts – Graphic Organizer – Handout

Tell about your artifact by answering these questions. Begin with the bottom square (1) and work your way up (6).

6. Synthesis: What might be used in the future in place of this artifact? Explain.

5. Evaluation: Which artifact is better, this one or the one named as its substitute?

4. Analysis: Name one thing that could be substituted for this artifact.

3. Application: What else could this artifact be used for?

2. Comprehension: What was this artifact generally used for?

1. Knowledge: What is this artifact?

Visiting Historic Places - Lesson Plan

Subject: Social Studies

Grade Level: 7th

Objectives: 113.19. Social Studies, Grade 7. (a) Introduction. Students use primary and secondary sources to acquire information about Texas. (a2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source materials is encouraged. Motivating resources are available from museums, historical sites, and local and state preservation societies. (b) Knowledge and skills. (b21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources. The student is expected to: (b21A) use valid primary and secondary sources such as artifacts to acquire information about Texas; (b21B) analyze information by making generalizations and predictions, and drawing inferences and conclusions. (b22) Social studies skills. The student communicates in written and oral forms. The student is expected to: (b22A) use social studies terminology correctly; (b22D) create written and oral presentations of social studies information; (b22C) express ideas orally based on research and experiences.

Materials:

- Rio Grande Valley Civil War Trail map
- Copies of student “Visiting Historic Places – Graphic Organizer – Handout”
- Writing instruments (pens or pencils)
- 4 sheets of writing paper or drawing paper (for each student) for in-class foldable activity
- Drawing tools such as color pencils, color markers, or crayons for in-class activity

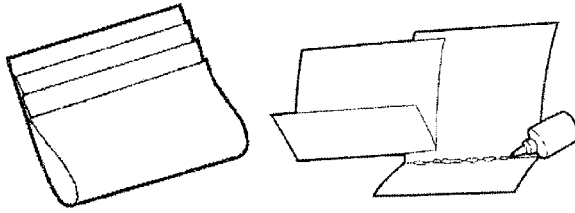
Lesson Duration: 1 day and 2 class periods

Activity:

- Discuss the Civil War Trail.
- Take students on a field trip to historic sites on the RGV Civil War Trail (1 day).
- Provide each student with 1 copy of the handout for every site that they visit.
- Ask students to answer the questions on a different handout for every site that they visit.
- During the two days after the field trip, instruct students to use their notes to make a foldable (see “Visiting Historic Places – Foldable Directions”) that textually and visually represent events, historic scenes, and historical figures associated with the RGV Civil War Trail (2 class periods).

Closing: Explain to the students how all the different historic places played a part in the history of the Rio Grande Valley, Texas, and the United States. Exhibit the foldables in your classroom.

Visiting Historic Places – Foldable Directions



Layered Fold

Staple or glue together

Directions:

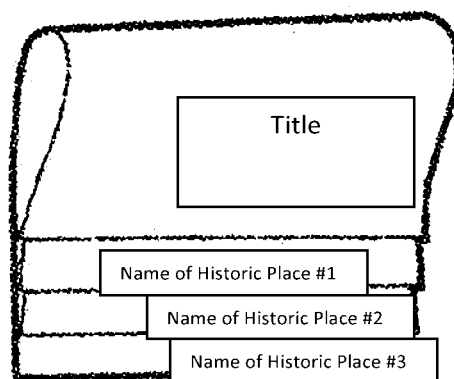
Ask students to stack 4 sheets of paper so that the top edges are an equal distance apart. Bring the bottom edges up and align the sheets so that all the layers (or tabs) are the same distance apart. Fold and crease well to form the Layered Fold. Use glue or staples to hold the sheets together. Students will label the tabs and record corresponding information under each tab.

Activity:

Ask the students to:

1. Use the notes that they took during the field trip to complete the in-class foldable activity.
2. Choose three of the historic places they visited to include in the foldable.
3. Write the title of the foldable on the first (largest) tab: "RGV Civil War Trail."
4. Write the names of each of the three historic places on each of the remaining visible tabs.
5. Include information about the role that each of the historic places played in the Civil War under each corresponding flap.
6. Include an illustration on each tab and on the title page.

Example:



Name: _____

Period: _____

Visiting Historic Places – Graphic Organizer – Handout

Use this handout to take notes and draw a picture of something you see at a historic place.

What is the name of this place?

List three interesting details about this place:

1.

2.

3.

What role did this place play in the Civil War?

Draw a picture of something you see here:

Biography – Lesson Plan

Subject: Social Studies

Grade Level: 7th

Objectives: 113.19. Social Studies, Grade 7. (b) Knowledge and skills. (b5) History. The student understands how events and issues shaped the history of Texas during the Civil War. The student is expected to: (b5C) Identify significant individuals concerning Texas and the Civil War (b21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources. The student is expected to: (b21A) use valid primary and secondary sources to acquire information about Texas; (b21B) analyze information by making generalizations and predictions, and drawing inferences and conclusions. (b22) Social studies skills. The student communicates in written form. The student is expected to: (b22A) use social studies terminology correctly (b22C) transfer information from one medium to another.

Materials:

- Copies of “Biography – Reading – Handout”
- Copies of “Biography – Image of Juan Nepomuceno Cortina – Handout”
- Writing instruments (pens or pencils)
- Scissors
- Writing paper

Lesson Duration: 1 period

Activity:

- Give each student a copy of the “Biography – Reading – Handout”
- Lead a guided reading activity
- Ask students to cut out Cortina’s image from the handout
- Ask students to apply what they have learned from the reading by creating a Display Foldable. (see the “Biography – Foldable Directions”)
- The Display Foldable activity will help students organize the reading material.

Closing: State the two main reasons why Juan Cortina is remembered: He played a role in the capture of Brownsville, Texas (1859), and he became an icon of Mexican-American popular culture.

Name: _____

Period: _____

Biography - Reading – Handout

Juan Nepomuceno Cortina: The “First Cortina War”

Juan Cortina was born to a cattle-ranching family in the state of Tamaulipas, Mexico in 1824. When he was still young, Cortina’s mother inherited portions of a large land grant in the lower Rio Grande valley, including the area that surrounded Brownsville, to which the family relocated. Like many of his contemporaries, Cortina objected to the unfair treatment that landowners of Mexican descent received in Texas following the Treaty of Guadalupe Hidalgo in 1848, leading in 1859 to a series of violent confrontations collectively called the “First Cortina War.” In late September, after having shot local marshal Robert Shears, Cortina led a party of armed men who seized the town of Brownsville. A counter posse called the “Brownsville Tigers” formed to oppose Cortina’s force and he abandoned the town, fleeing to the family ranch. There, in November, Cortina easily routed the attacking Brownsville Tigers. Soon after, a company of Texas Rangers attempted to take Cortina, but he defeated them as well. In the following month, a second group of Rangers led by Captain John "Rip" Ford arrived and joined with U.S. forces at Fort Brown. Cortina retreated up the Rio Grande. On December 27, 1859, the combined army and ranger force engaged him in the Battle of Rio Grande City. Cortina's forces were decisively defeated and Cortina fled into Mexico. In one final blow against his enemies, Cortina attempted to capture the steamboat *Ranchero*, owned and operated by two of his enemies, Richard King and Mifflin Kenedy, only to be defeated again on February 4, 1860 in the Battle of La Bolsa. He then remained in Mexico, only to return when the Civil War opened new opportunities to pursue old grievances. It was as a result of Cortina’s activities that Colonel Robert E. Lee (USA) visited Ringgold Barracks in 1860.

Juan Nepomuceno Cortina: The “Second Cortina War”

With the outbreak of Civil War in both the United States and Mexico, the notorious Cortina returned to the north bank of the Rio Grande. In May 1861, he splashed across the river with about thirty of his Cortinistas and sacked Carrizo, the county seat of Zapata County. In a forty-minute fight on May 22, 1861, however, Confederate Captain Santos Benavides decisively defeated Cortina, killing or capturing several of his men and driving what remained across the river into Mexico. Eleven of Cortina’s men who were captured appear to have been shot or hanged by the Confederates. Still seeking power and revenge, Cortina joined with Benito Juarez’s forces in opposition to the Austro-French army then occupying Mexico. Promoted to the rank of lieutenant

Reproducible

Name: _____

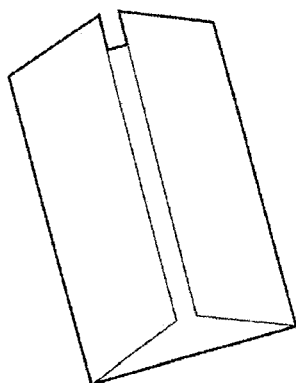
Period: _____

colonel, Cortina returned to the border in 1863 where he encouraged and cheered the Union Army's occupation of Brownsville. A number of Cortinistas even enlisted in the Union Army where they received a bounty and were able to strike at their old enemies in Texas. Cortina even allowed the Federals to take control of three of Mifflin Kennedy and Richard King's steamboats that had been under Mexican registry. Only weeks after occupying Brownsville, the commander of the Union Rio Grande Expedition, General Nathaniel Banks, crossed the river to be warmly welcomed by Cortina in Matamoros.

Juan Nepomuceno Cortina: Last Years of the American Civil War

In July, 1864, Union Forces abandoned Brownsville, leaving Cortina facing hostile Confederates to his north and equally hostile Austro-French imperialists advancing on Matamoros from the south. Cortina made plans to cross some 1,500 men of his Cortina Brigade to the north bank of the river where they could join Union forces. As many as 300 of Cortina's Exploradores del Bravo with three pieces of artillery did successfully cross the river on September 8, 1864, where they joined with Federal forces in an attack on Confederates near Palmito Ranch. In the fighting, twelve Cortinistas were captured and held as prisoners of war. The presence of the Cortinista army in the United States led to diplomatic protests from the French. After surrendering Matamoros and a brief stint in the Imperial Army, Cortina turned against the French in April 1865, and once again opened friendly relations with the Federals, who were holding Brazos Island and a sliver of the Rio Grande. With the conclusion of the Civil War, Cortina even opened a recruiting office in Brownsville. While on a tour of the Rio Grande frontier in the summer of 1865, General William Tecumseh Sherman met with Cortina in Brownsville and war materials began flowing into Mexico to support the Liberals and Benito Juarez in the bloody struggle against the Imperialistas. By late June 1866, the remnants of the once grand Imperial army evacuated Matamoros and Cortina rode triumphantly into the city. For years to come, as the Liberals fought one another for power in Mexico, Cortina continued to compete for the hearts and minds of the people of Tamaulipas and South Texas. Cortina died on October 30, 1894.

Biography – Foldable Directions



Display Fold

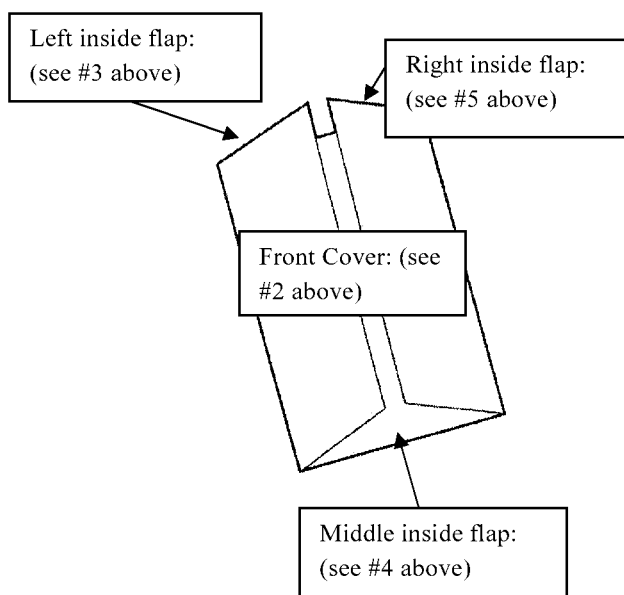
Directions:

Find the midpoint on a piece of paper, then fold each side in to meet that point.

Activity:

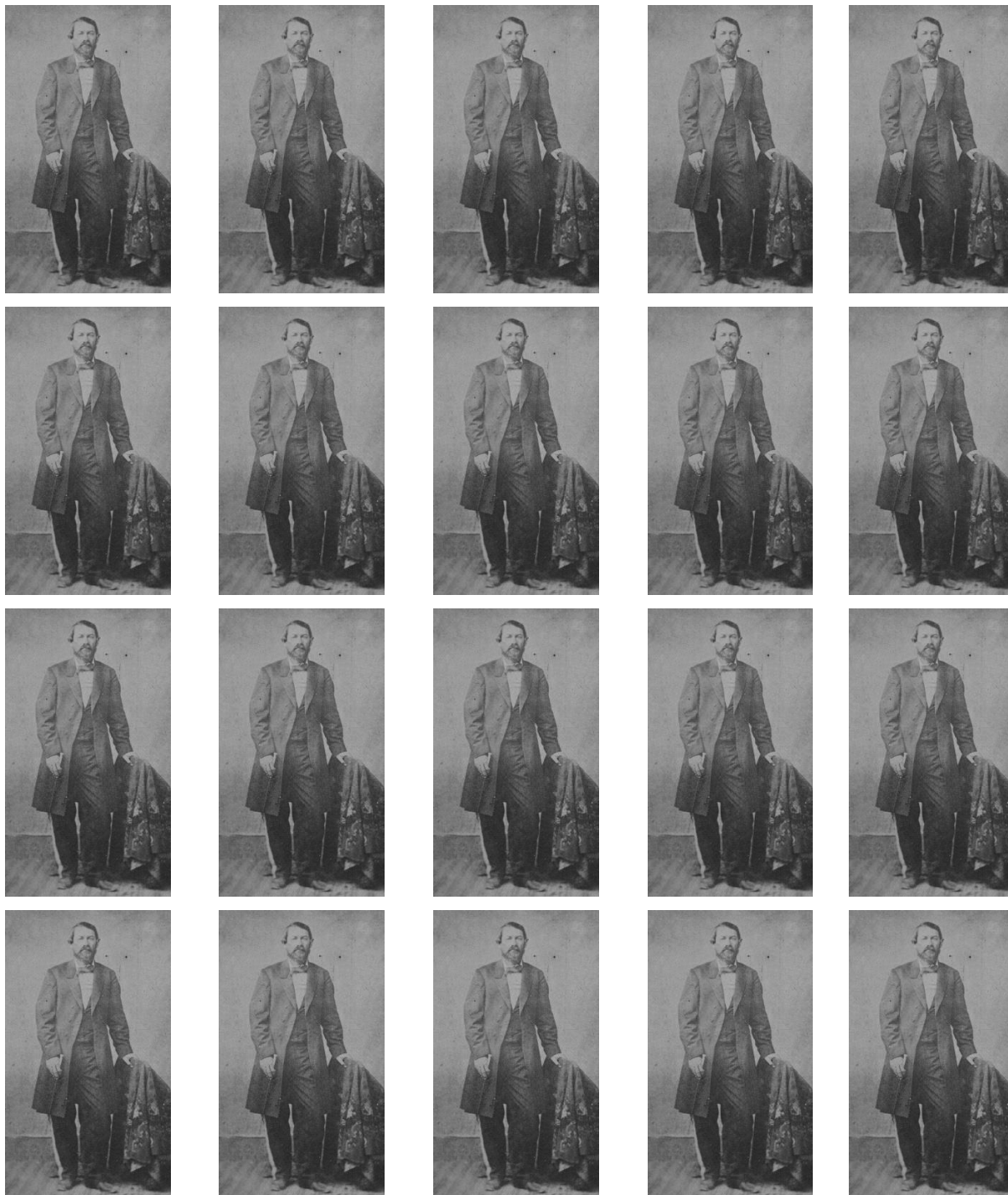
Ask the students to:

1. Apply what they learned from the reading handout.
2. On the front cover of the Display Fold, include an image of Cortina, his full name, family background, date of birth, date of death, and highest rank.
3. Title the left inside flap, “First Cortina War,” & include three important details about it.
4. Title the middle inside flap, “Second Cortina War,” & include three important details about it.
5. Title the right inside flap, “Last Years of the American Civil War” & include three important details about it.



Example

Biography Activity - Image of Juan Nepomuceno Cortina



Reproducible

Image of Juan Nepomuceno Cortina Courtesy of Jerry D. Thompson

Events – Lesson Plan

Subject: Social Studies

Grade Level: 7th

Objectives: 113.19. Social Studies, Grade 7, (b) Knowledge and skills. (b5) History. The student understands how events and issues shaped the history of Texas during the Civil War. The student is expected to: (b5C) Identify significant events concerning the Civil War in Texas such as the Battle of Palmito Ranch (b21) Social studies skills. The student applies critical thinking skills to organize and use information acquired from a variety of sources. The student is expected to: (b21A) use valid primary and secondary sources to acquire information about the United States and Texas; (b21B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding main idea, summarizing, and drawing conclusions. (b22) Social studies skills. The student communicates in written and visual forms. The student is expected to: (b22A) use social studies terminology correctly.

Materials:

- Copies of “Events – Reading – Handout”
- An example of a recent newspaper front page
- Writing instruments (pens, pencils, color markers, crayons, color pencils, etc.)
- Poster boards

Lesson Duration: 2 periods

Activity:

- Put students in groups of 4 or 5
- Give each student a copy of the “Events – Reading – Handout”
- Lead a guided reading activity
- Show students the front page of a recent newspaper
- Give each group a poster board and writing instruments
- Ask each group of students to work together and use the poster board to show what they have learned by creating a front-page story that reports on The Battle of Palmito Ranch (1865). The poster should look like a front page of a newspaper (only larger). It should contain at least the following: 1) a headline, 2) a drawn illustration, 3) a narrative that reports on the battle and states why it is important. The poster should be colorful and it should reflect the students’ understanding of the material.

Closing: Comment on the students’ posters and remind the students that the reason that the Battle of Palmito Ranch (Texas) is important is because it was the last battle of the Civil War. The battle occurred about a month after Robert E. Lee had surrendered at Appomattox Courthouse. Display the finished projects in the classroom.

Name: _____

Period: _____

Events – Reading – Handout

Did you know that the last land battle of the Civil War was fought along the Mexican border at Palmito Ranch near Brownsville, Texas?

The Battle of Palmito Ranch (1865)

Though largely unknown by the public in general, the skirmish at Palmito Ranch on May 13, 1865 was the last battle of the Civil War. Most fighting had ended after Robert E. Lee's surrender at Appomattox Courthouse on April 9, but many Confederate commanders west of the Mississippi had not yet accepted the Union's victory.

By this time, Confederate troops still controlled Fort Brown, Brownsville, and the surrounding mainland, while a small Union garrison occupied Brazos Island. On May 11, Colonel Theodore H.



Palmito Ranch Battlefield painting by Clara Lily Ely, Courtesy of Texas Southmost College

Barrett, commander at Brazos Island, ordered Lieutenant Colonel David Branson to lead 250 men of the 62nd U.S. Colored Infantry and fifty men of the 2nd Texas Cavalry toward the remaining Confederate strongholds. Branson's force advanced to Palmito Ranch and on May 13, bolstered by Barrett himself and 200 men of the 34th

Indiana Infantry, pressed steadily onward toward Brownsville. The arrival of John S. "Rip" Ford with 300 Confederate cavalymen and several artillery pieces halted Barrett's advance near the western edge of Palmito Ranch. The Union Infantry fell back to the coast and as darkness fell, an artillery bombardment by Union naval ships held the Confederates at bay and allowed the federals to escape.

Casualties in the battle were relatively light, the Confederates counting ten men wounded and the Union six wounded and two killed. One of the dead was Private John Jefferson Williams of the 34th Indiana Infantry who earned the sad distinction of becoming the final battlefield fatality in America's bloodiest war.

Reading a Map, Making Generalizations, & Summarizing – Lesson Plan

Subject: Social Studies

Grade Level: 7th

Objectives: 113.19. Social Studies, Grade 7, (b) Knowledge and skills. (b8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: (b8A) interpret thematic maps representing various aspects of Texas during the 19th century (b21) Social studies skills. The student applies critical thinking skills to organize and use information acquired from a variety of sources. The student is expected to: (b21A) use valid primary and secondary sources to acquire information about Texas; (b21B) analyze information by summarizing and making generalizations (b22) Social studies skills. The student communicates in written and oral forms. The student is expected to: (b22A) use social studies terminology correctly.

Materials:

- RGV Civil War Trail Map
- Copies of “Reading a Map & Making Generalizations – Handout”
- Writing instruments (pens or pencils)
- Writing paper

Lesson Duration: 1 period

Activity:

- Explain to students that a generalization is a broad statement that applies to many examples and that words such as *all*, *most*, *many*, *usually*, or *generally* often tell readers that a generalization is being made. An example of a generalization is *most children like to play games*. Readers make generalizations based on main ideas, supporting details (or evidence), and their own knowledge. Good generalizations are supported by details.
- Post the front side of the RGV CW Trail map on the wall
- Give each student a copy of the “Reading a Map & Making Generalizations – Handout”
- Put students in groups of 4 or 5; allow each group several minutes to read the map; ask each group to discuss ways of making generalizations about the map; and ask each student to use the handout to write about what they saw and read on the map
- Ask students to write a one-paragraph summary of one of the generalizations (with supporting details) they made.

Closing: Some possible generalizations may include: 1) Most cities were located along the Rio Grande. You may discuss how access to drinking water has historically determined where people settle. 2) Many rivers (like the Rio Grande) have an impact on economic, military, political, and cultural history. You may discuss the economic importance of cotton, battles, the river as an international boundary, and the various groups of people that lived along the river.

Name: _____

Period: _____

Reading a Map & Making Generalizations – Handout

Look at the map. Pay special attention to the legend, symbols, and compass rose. Use this handout to guide your thinking as you make generalizations about the map.

What is a generalization?

Finish this generalization:

- 1. Most of the regions on the map...**

Supporting details:

Finish this generalization:

- 2. All of the regions of the map have...**

Supporting details:

Analyzing and Inset Map – Lesson Plan

Subject: Social Studies

Grade Level: 7th

Objectives: 113.19. Social Studies, Grade 7, (b) Knowledge and skills. (b8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: (b8A) interpret thematic maps representing various aspects of Texas during the 19th century (b21) Social studies skills. The student applies critical thinking skills to organize and use information acquired from a variety of sources. The student is expected to: (b21A) use valid primary and secondary sources to acquire information about Texas; (b21B) analyze information by comparing, contrasting, and drawing inferences (b22) Social studies skills. The student communicates in written and oral forms. The student is expected to: (b22A) use social studies terminology correctly.

Materials:

- RGV Civil War Trail Map
- Copies of “Analyzing an Inset Map – Handout”
- Writing instruments (pens or pencils)

Lesson Duration: 1 period

Activity:

- Explain to students that an inset map is a map that is set inside a larger scale map. It is usually enclosed in a box in a corner of the larger map. On the back side of the Civil War Trail Map, you will find three inset maps: Two in Starr County and one in Cameron County. Each inset map gives you more detailed information. It is like viewing the maps through a magnifying glass.
- Post the back side of the RGV Civil War Trail map on the wall (or some other highly visible place)
- Give each student a copy of the “Analyzing and Inset Map – Handout”
- Put students in groups of 4 or 5
- Allow each group several minutes to view (and read) the map
- Ask each group to work together to answer the questions on the handout

Closing: Read the questions one at a time and randomly call on students to verbally provide the answer to each question.

Name: _____

Period: _____

Analyzing an Inset Map – Handout

Definition: An **inset map** is a small map that is set inside a larger map. It is usually enclosed in a box in a corner of the larger map. On the back side of the Civil War Trail Map, you will find three inset maps: Two in Starr County and one in Cameron County. Each inset map gives you more detailed information. It is like viewing the maps through a magnifying glass.

Instructions: Look at the large map in Cameron County. Now, look at the inset map in Cameron County, and answer the following questions:

1. What information does the inset map provide?

2. What city is shown in the inset map?

3. How is the inset map more helpful than the larger map?

4. What information does the inset map show that is not found on the larger map?

5. What information might be shown on an inset map of your home town?

Identifying Main Idea, Supporting Details & Summarizing – Lesson Plan

Subject: Social Studies

Grade Level: 7th

Objectives: 113.19. Social Studies, Grade 7, (b) Knowledge and skills. (b21) Social studies skills. The student applies critical thinking skills to organize and use information acquired from a variety of sources. The student is expected to: (b21A) use valid primary and secondary sources to acquire information about Texas; (b21B) analyze information by finding the main idea and summarizing (b22) Social studies skills. The student communicates in written and oral forms. The student is expected to: (b22A) use social studies terminology correctly.

Materials:

- Copies of “Identifying Main Idea & Supporting Details – Reading – Handout”
- Copies of “Identifying Main Idea & Supporting Details – Graphic Organizer – Handout”
- Writing instruments (pens or pencils)
- Writing paper

Lesson Duration: 1 period

Activity:

- Explain to students that the most important thought of a reading section is the **main idea**. The main idea is determined by the **supporting details** (including facts, reasons, or examples) found in the reading section.
- Give each student a copy of the “Identifying Main Idea & Supporting Details – Reading – Handout” and a copy of the “Identifying Main Idea & Supporting Details – Graphic Organizer – Handout”
- Lead a guided reading activity and ask students to identify the main idea and the supporting details of the reading section.
- Ask students to fill out the graphic organizer
- Ask students to write a one-paragraph summary of the main idea (with supporting details)

Closing: Answers may vary, but should include the importance of salt to the region. The supporting details may include the different ways that salt was used or the long history (starting from colonial times, to the Civil War, to the 1940s) of salt mining in the Rio Grande Valley. In closing, verbally summarize the main idea and some supporting details.

Identifying Main Idea & Supporting Details – Reading – Handout

La Sal del Rey Salt Lake

For centuries, this remote site was a destination for American Indians, Spanish settlers, Mexican traders, and Anglo-Americans who sought the rich source of valuable white crystals known as salt. La Sal del Rey is the site of a large salt lake and was South Texas's main source of vital salt during the Civil War.

In addition to seasoning, salt was the chief means of preserving meat and fish. Livestock, including cattle, mules and horses needed it and the white crystals were used in curing leather for shoes, harnesses, and other military goods.

Wagon loads of salt went south to Brownsville for shipment from Matamoros and Bagdad. Empty cotton wagons returning from Brownsville often stopped here to load salt for destinations in central and east Texas. In 1863, Union forces destroyed the salt works. The following year, when Confederates took control of the Valley again, they used La Sal del Rey as a staging point and re-opened the mines. The name La Sal del Rey is Spanish, meaning "The King's Salt," a reference to royal ownership of valued mineral sources in colonial times. After the Civil War, a legal controversy over the lake's ownership led to the State of Texas declaring that mineral rights belonged to private property owners and not to the general public. Salt mining continued at La Sal del Rey until the 1940s. Today it is a federal nature preserve, looking much as it did during the 1860s.

Location: Located approximately 26 miles north-northeast of Edinburg, on north side of State Highway 186, east of Linn / San Manuel. A Texas Civil War Centennial marker on Edinburg's courthouse lawn tells its history: "El Sal del Rey C.S.A." (Note: The correct name is La Sal del Rey.)

Name: _____ Period: _____

Identifying Main Idea & Supporting Details – Handout

Definitions: The most important thought of a reading section is the **main idea**. The main idea is determined by the **supporting details** (including facts, reasons, or examples) found in the reading section.

Instructions: Read the handout. As you read, identify the main idea of the reading section and write it down in the box below. Then write down the main idea's three supporting details:

Main Idea:

Supporting Detail:

Supporting Detail:

Supporting Detail:

Cause and Effect – Lesson Plan

Subject: Social Studies

Grade Level: 7th

Objectives: 113.19. Social Studies, Grade 7, (b) Knowledge and skills. (b21) Social studies skills. The student applies critical thinking skills to organize and use information acquired from a variety of sources. The student is expected to: (b21A) use valid primary and secondary sources to acquire information about Texas; (b21B) analyze information by finding identifying cause-and-effect relationships (b22) Social studies skills. The student communicates in written and oral forms. The student is expected to: (b22A) use social studies terminology correctly.

Materials:

- Copies of “Cause and Effect – Reading – Handout”
- Copies of “Cause and Effect – Graphic Organizer – Handout”
- Writing instruments (pens or pencils)

Lesson Duration: 1 period

Activity:

- Explain to students that an event or action that makes something else happen is a **cause**. What happens as a result of that event or action is the **effect**.
- Give each student a copy of the “Cause and Effect – Reading – Handout” and a copy of the “Cause and Effect – Graphic Organizer – Handout”
- Lead a guided reading activity and ask students to identify two causes and two effects of those causes.
- Ask students to fill out the graphic organizer.

Closing: Answers may vary. In closing, randomly select several students to share the causes and effects that they identified in the reading.

Cause and Effect – Reading - Handout

Bagdad

Located near the mouth of the Rio Grande, Bagdad played a vital role as a port city for Mexico and the Confederates during the Civil War. Although the ports of Texas were blockaded by Union warships, the Rio Grande was recognized as an international waterway. This allowed Mexican-flagged steamers to legally carry cotton brought into the Rio Grande Valley from other parts of Texas, Louisiana, and Arkansas to Bagdad. At times, as many as three hundred ships from England and other European nations were anchored off the coast of Bagdad awaiting shipments of the precious fiber. Important goods such as medicine, food, clothing, gunpowder, and rifles were subsequently smuggled through Bagdad as well.

This small community, established in 1848, became a bustling city of 25,000 inhabitants that attracted cotton brokers, sailors, teamsters, gamblers, French and Austrian troops in the service of Emperor Maximilian, and various assortments of criminals. When Brownsville's cotton shipments were interrupted by Union occupation in November 1863, this transport moved west to Laredo. The war's end quickly brought the lucrative export business of Bagdad to an end, but it was the horrific hurricane of 1867 that had the final word: Mother Nature reclaimed the once desolate, salt-sprayed sand dunes and marshland and Bagdad now lives on only in history, tales, and memory.

Name: _____ Period: _____

Cause and Effect – Graphic Organizer – Handout

Definitions: An event or action that makes something else happen is a **cause**. What happens as a result of that event or action is the **effect**.

Instructions: Read the handout. As you read, identify two causes and the effects of those causes. Write your answers in the appropriate boxes below:

<div>Cause #1</div>	<div>Effect #1</div>
<div>Cause #2</div>	<div>Effect #2</div>

Sequencing – Lesson Plan

Subject: Social Studies

Grade Level: 7th

Objectives: 113.19. Social Studies, Grade 7, (b) Knowledge and skills. (b21) Social studies skills. The student applies critical thinking skills to organize and use information acquired from a variety of sources. The student is expected to: (b21A) use valid primary and secondary sources to acquire information about Texas; (b21B) analyze information by sequencing (b22) Social studies skills. The student communicates in written and oral forms. The student is expected to: (b22A) use social studies terminology correctly.

Materials:

- Copies of “Sequencing – Reading – Handout”
- Copies of “Sequencing – Graphic Organizer – Handout”
- Writing instruments (pens or pencils)

Lesson Duration: 1 period

Activity:

- Explain to students that the order in which events occurred is their **sequence**. The sequence tells what happened first, next, and last.
- Give each student a copy of the “Sequencing – Reading – Handout” and a copy of the “Sequencing – Graphic Organizer – Handout”
- Lead a guided reading activity and ask students to identify the **first** event, the **next** event, and the **last** event in a series of events.
- Ask students to fill out the graphic organizer.

Closing: Answers may vary. In closing, randomly select several students to share the sequence of events that they identified in the reading.

Sequencing – Reading - Handout

U.S. Colored Troops

Early in 1863, Abraham Lincoln observed: “The colored population is the great available yet unavailed of force for restoring the Union.” Two months later the War Department issued General Order #143 which sanctioned the creation of the United States Colored Troops (USCT).

Three regiments of the USCT entered the Rio Grande Valley in the fall of 1864. Encamped at Brazos Santiago, a detachment of the 62nd Infantry fought Confederates at the Battle of Palmito Ranch on May 13, 1865. Two weeks later, on May 30, the 62nd, along with other U.S. Army units, moved into Brownsville. By May 1865, nearly 16,000 USCT veterans of the 25th Corps arrived at Brazos Santiago from City Point, Virginia, and were quickly dispersed to Forts Brown at Brownsville, Ringgold Barracks at Rio Grande City, Fort McIntosh at Laredo, and Fort Duncan at Eagle Pass, as well as to smaller posts where they were assigned to prevent former Confederates from establishing their defeated government and army in Mexico.

Later, the USCT, along with their successors the "buffalo soldiers"—as they were called by Plains Indians—patrolled the border to stop ongoing violence in Mexico from spilling into the United States, and to discourage bandits and Indians from attacking civilian communities. The black soldiers made a fine adjustment to the hot desert terrain and diverse culture of the Valley, as explained by Sergeant Major Thomas Boswell of the 116th: "If our regiment stays here any length of time we will all speak Spanish, as we are learning very fast."

The last USCT regiment, the 117th U.S. Colored Infantry, left the Rio Grande in July 1867.

Name: _____ Period: _____

Sequencing – Graphic Organizer – Handout

Definitions: The order in which events occurred is their sequence. The sequence tells what happened first, next, and last.

Instructions: Read the handout. As you read, write down three major events in correct sequence:

First	Next	Last

Categorizing & Summarizing – Lesson Plan

Subject: Social Studies

Grade Level: 7th

Objectives: 113.19. Social Studies, Grade 7. (b) Knowledge and skills. (b5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to: (b5B) analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas; (b21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources. The student is expected to: (b21A) use valid primary and secondary sources to acquire information about Texas; (b21B) analyze information by making generalizations and predictions, and drawing inferences and conclusions. (b22) Social studies skills. The student communicates in written form. The student is expected to: (b22A) use social studies terminology correctly.

Materials:

- Copies of “Categorizing & Summarizing – Reading – Handout”
- Copies of “Categorizing & Summarizing – Graphic Organizer – Handout”
- Writing paper
- Writing instruments (pens or pencils)

Lesson Duration: 1 period

Activity:

- Give each student a copy of the “Categorizing & Summarizing – Reading – Handout” & a copy the “Categorizing & Summarizing – Graphic Organizer – Handout”
- Lead a guided reading activity & ask students to fill in the graphic organizer as they read.
- After students have completed the graphic organizer, ask students to use it to help them write an organized five-paragraph essay of the political, economic, and social impact of the Civil War and Reconstruction on Texas.
 - The parts of the essay should be as follows:
 - Introduction (paragraph #1)
 - Political effects (paragraph #2)
 - Economic effects (paragraph #3)
 - Social effects (paragraph #4)
 - Conclusion (paragraph #5).

Closing: Orally summarize the political, economic, and social impact of the Civil War and Reconstruction on Texas.

Name: _____

Period: _____

Categorizing & Summarizing – Reading – Handout

The American Civil War and Reconstruction changed Texas in important ways. During the Civil War Texas was part of the Confederacy, but, at the end of the war, the Confederacy returned to the United States.

Before the war, slaves were not allowed to leave their masters. An important political change that happened in Texas after the war was that the **Thirteenth Amendment** (1865) ended (or abolished) slavery. This meant that former slaves were now free to move around. This led to an important social change. Many slaves had been sold to other masters, and freedom allowed slave families to reunite. An important economic change had to do with the way that slaves worked. Before slaves were freed, slaves worked for their masters for no money. After slaves were set freed, they had to find new ways to earn a living. During Reconstruction, many former slaves became sharecroppers (farmers who pay part of the crops they grow to a landowner).

The **Fourteenth Amendment** (1868) was another important political change. It declared that all native-born or naturalized persons were citizens. The Fourteenth Amendment said that all former slaves had the right to be protected and treated equally under the law. Unfortunately, many people in the South ignored the Fourteenth Amendment. The **black codes** had a big social impact on the life of former slaves and their children, because these laws enforced **segregation** (kept people in separate groups based on their race). Segregation was enforced in all public places. **Lynching** (acts of violence and the hanging of former slaves) was also common.

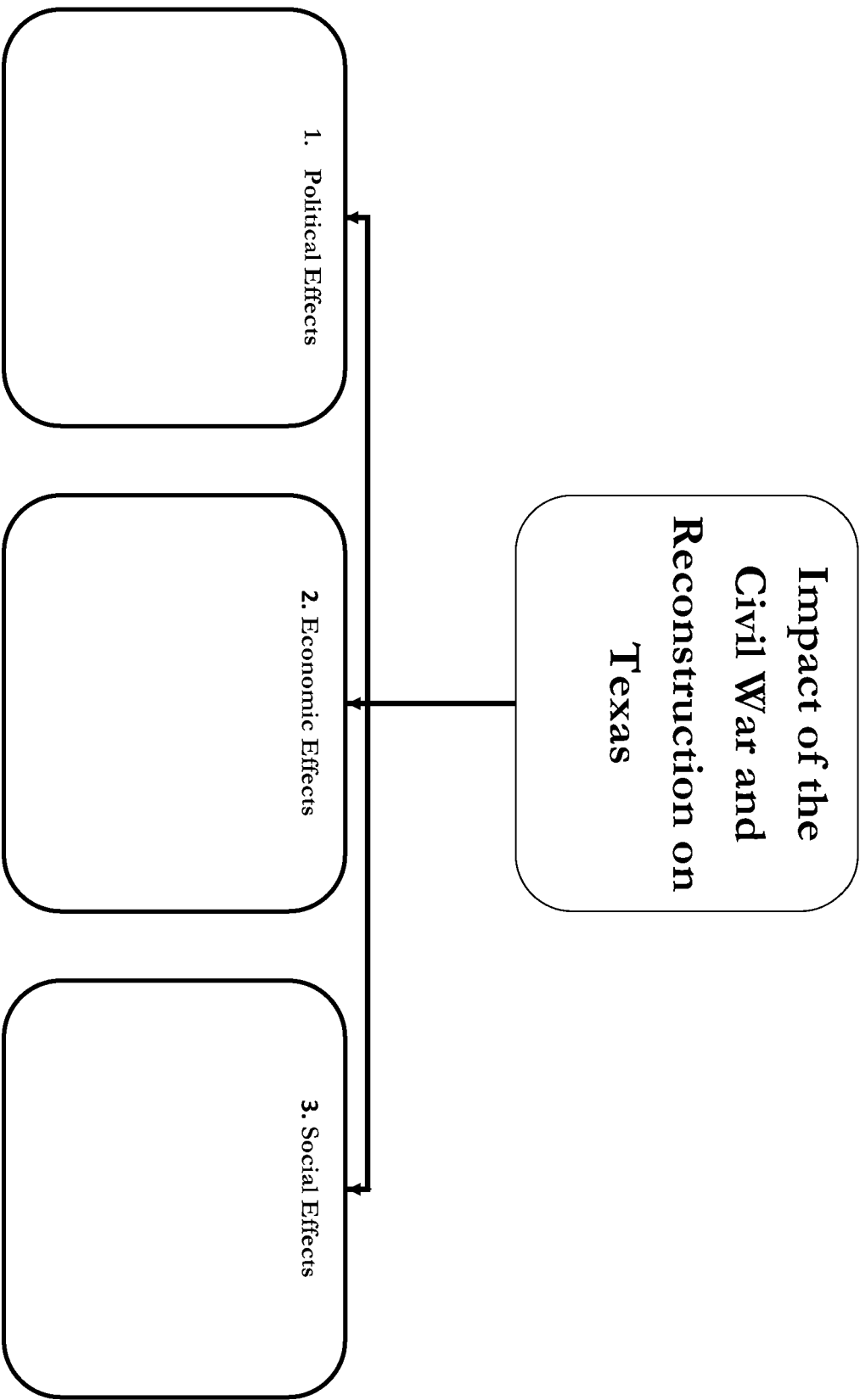
The **Fifteenth Amendment** (1870), another important political change, declared that the right to vote should not be denied on the basis of race. Due to the Fifteenth Amendment, former slaves now had a legal right to vote, but some states in the South, including Texas, found ways around the Fifteenth Amendment. The **poll tax** set a fee that people had to pay in order to vote. Many poor people could not afford to pay the tax, so they were not allowed to vote. Some states made voters take **literacy tests** to prove that they could read. If they could not read, they were not allowed to vote. Many former slaves had never been to school, so they could not read. These laws and the threat of violence discourage many former slaves from voting.

Reproducible

Name: _____ Period: _____

Categorizing & Summarizing – Graphic Organizer – Handout

As you read, complete numbers 1, 2, & 3 of the graphic organizer below to show the effects of the Civil War and Reconstruction.



8th Grade Lesson Plans

- 21. Analyzing Artifacts
- 22. Visiting Historic Places
- 23. Biography
- 24. Events
- 25. Class Magazine Project
- 26. News Report Project
- 27. Letter Writing
- 28. Impact of Slavery
- 29. Causes of the Civil War
- 30. Significant Events of the Civil War

Analyzing Artifacts – Lesson Plan

Subject: Social Studies

Grade Level: 8th

Objectives: 113.20. Social Studies, Grade 8. (b) Knowledge and skills. (b29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources. The student is expected to: (b29A) use valid primary and secondary sources such as artifacts to acquire information about the United States; (b29B) analyze information by making generalizations and predictions, and drawing inferences and conclusions. (b30) Social studies skills. The student communicates in written and oral forms. The student is expected to: (b30A) use social studies terminology correctly; (b30D) create written, oral and visual presentations of social studies information

Materials:

- Collection of artifacts located in the Civil War Trail trunk
- Copies of student “Analyzing Artifact – Graphic Organizer – Handout”
- Writing instruments (pens or pencils)

Lesson Duration: 1 class period

Activity:

- Discuss what artifacts are and write a definition on the board. **Definition: “Material remains studied and used by archeologists and historians to support their interpretation of human history. Examples of artifacts include bones, pots, baskets, jewelry, furniture, tools, clothing, and buildings.”** (M. Menzin, C. Podraza, & S. Alexander. *The Bedford Glossary for U.S. History*, 2007.
- Inform students that they will be analyzing Civil War artifacts
- Create student groups of about 5 students
- Provide each student with a copy of the student “Analyzing Artifacts – Graphic Organizer – Handout”
- Provide each group with an artifact from the Civil War Trail trunk
- Ask students to answer the questions on the handout to guide their analysis of the artifact.
- Instruct students to work together to analyze and discuss the artifact.
- After about 20 minutes of group analysis, ask one student from each group to orally report on their group’s findings about their artifact.

Closing: Correct inaccuracies and explain to the students how all the different artifacts fit together in the historical narrative.

Name: _____

Date: _____

Analyzing Artifacts – Graphic Organizer – Handout

Tell about your artifact by answering these questions. Begin with the bottom square (1) and work your way up (6).

6. Synthesis: What might be used in war in the future in place of this artifact? Explain.

5. Evaluation: Which artifact is better, this one or the one named as its substitute?

4. Analysis: Name one thing that could be substituted for this artifact.

3. Application: What else could this artifact be used for?

2. Comprehension: What was this artifact generally used for?

1. Knowledge: What is this artifact?

Visiting Historic Places – Lesson Plan

Subject: Social Studies

Grade Level: 8th

Objectives: 113.20. Social Studies, Grade 8. (a) Introduction. (a2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source materials is encouraged. Motivating resources are available from museums, historical sites, and local and state preservation societies. (b) Knowledge and skills. (b29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources. The student is expected to: (b29A) use valid primary and secondary sources such as artifacts to acquire information about the United States; (b29B) analyze information by making generalizations and predictions, and drawing inferences and conclusions. (b30) Social studies skills. The student communicates in written form. The student is expected to: (b30A) use social studies terminology correctly.

Materials:

- Rio Grande Valley Civil War Trail map
- Copies of student “Visiting Historic Places – Graphic Organizer – Handout”
- Writing instruments (pens or pencils)
- 4 sheets of writing paper or drawing paper (for each student) for in-class foldable activity
- Drawing tools such as color pencils, color markers, or crayons for in-class activity

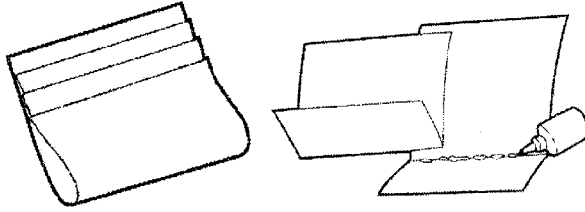
Lesson Duration: 1 day and 2 class periods

Activity:

- Discuss the Civil War Trail.
- Take students on a field trip to historic sites on the RGV Civil War Trail (1 day).
- Provide each student with 1 copy of the graphic organizer handout for every site that they visit.
- Ask students to answer the questions on a different handout for every site that they visit.
- During the two days after the field trip, instruct students to use their notes to make a foldable (see “Visiting Historic Places - Foldable Directions”) that textually and visually represent events, historic scenes, and historical figures associated with the RGV Civil War Trail (2 class periods).

Closing: Explain to the students how all the different historic places played a part in the history of the Rio Grande Valley, Texas, and the United States. Exhibit the foldables in your classroom.

Visiting Historic Places – Foldable Directions



Layered Fold

Staple or glue together

Directions:

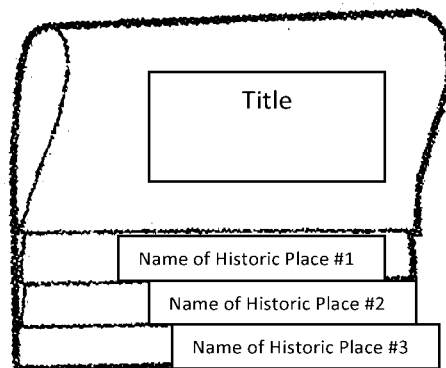
Ask students to stack 4 sheets of paper so that the top edges are an equal distance apart. Bring the bottom edges up and align the sheets so that all the layers (or tabs) are the same distance apart. Fold and crease well to form the Layered Fold. Use glue or staples to hold the sheets together. Students will label the tabs and record corresponding information under each tab.

Activity:

Ask the students to:

1. Use the notes that they took during the field trip to complete the in-class foldable activity.
2. Choose three of the historic places they visited to include in the foldable.
3. Write the title of the foldable on the first (largest) tab: “RGV Civil War Trail.”
4. Write the names of each of the three historic places on each of the remaining visible tabs.
5. Include information about the role that each of the historic places played in the Civil War under each corresponding flap.
6. Include an illustration on each tab and on the title page.

Example:



Name: _____

Period: _____

Visiting Historic Places – Graphic Organizer – Handout

Use this handout to take notes and draw a picture of something you see at a historic place.

What is the name of this place?

List three interesting details about this place:

1.

2.

3.

What role did this place play in the Civil War?

Draw a picture of something you see here:

Biography – Lesson Plan

Subject: Social Studies

Grade Level: 8th

Objectives: 113.20. Social Studies, Grade 8. (a) Introduction. (a2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source materials is encouraged. Motivating resources are available from museums, historical sites, and local and state preservation societies. (b) Knowledge and skills. (b29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: (b29A) use valid primary and secondary sources such as biographies to acquire information about the United States; (b29B) analyze information by making generalizations and predictions, and drawing inferences and conclusions. (b30) Social studies skills. The student communicates in written form. The student is expected to: (b30A) use social studies terminology correctly.

Materials:

- Computers or tablets with internet capability
- Writing instruments (pens, pencils, color pencils, crayons, or color markers)
- Construction paper and writing paper (or drawing paper) & glue, tape, or stapler
- Biography – Internet Project Organizer – Handout (optional)

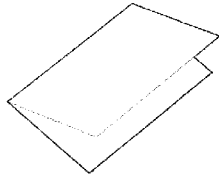
Lesson Duration: 5 periods

Activity:

- Use of electronic technology: Ask students to independently conduct internet research on the Rio Grande Valley Civil War Trail website: <http://www.utrgv.edu/civilwar-trail/>
- Topic of research: Ask students to choose a prominent individual (The Teacher may choose for the student if the student is unable to choose.)
- Procedure: (optional “Biography – Internet Project Organizer – Handout”)
 - Ask students to view the RGV Civil War Trail website and take notes and gather illustrations (or draw pictures) about the individual
 - After students have finished their research, ask students to create a biographical picture story book of the individual. (see “Biography - Foldable Directions”)
 - The story book should include a title, text, and illustrations.
 - After students complete the picture book, ask students to share their books with classmates. (If it is possible, arrange for the students to visit a younger grade level and share their books with younger students.)

Closing: As an extension, summarize the historical importance of African Americans in the RGV Civil War Trail.

Biography – Foldable Directions



Greeting Card Fold

Directions:

Step 1: Fold 1 sheet of construction paper in half along the long side. The folded construction paper will serve as the cover of the story book.

Step 2: Fold 5 sheets of lined writing paper (or drawing paper) in half along the long side (exactly like the construction paper).

Step 3: Place all of the writing paper (or drawing paper) sheets inside the book cover (like a book). Make sure that all of the edges are lined up.

Step 4: Either glue or staple the sheets together.

Name: _____

Date: _____

Biography – Internet Project Organizer – Handout

Instructions: Use this form to help you organize the work you will do and the timetables you will follow for your project.

Topic: _____

Research:

Date: _____ I chose my topic.

Date: _____ I did my internet research (took notes & collected or drew pictures)

Organizing information:

Date: _____ I planned out my picture story book (by making a sketch or outline)

Preparing the picture story book:

Date: _____ I asked my teacher to check my progress.

Date: _____ I made revisions that my teacher suggested.

Date: _____ I finished my picture book.

Presenting my project:

Date: _____ I plan to present my story picture book on this date.

Events – Lesson Plan

Subject: Social Studies

Grade Level: 8th

Objectives: 113.20. Social Studies, Grade 8. (a) Introduction. (a2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source materials is encouraged. Motivating resources are available from museums, historical sites, and local and state preservation societies. (b) Knowledge and skills. (b29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: (b29A) use valid primary and secondary sources such as computer software, databases, and media to acquire information about the United States; (b29B) analyze information by making generalizations and predictions, and drawing inferences and conclusions. (b30) Social studies skills. The student communicates in written form. The student is expected to: (b30A) use social studies terminology correctly.

Materials:

- Computers or tablets with internet capability
- Writing instruments (pens or pencils)
- Writing paper
- Events – Internet Project Organizer – Handout (optional)

Lesson Duration: 3 periods

Activity:

- Use of electronic technology: Ask students to independently conduct internet research on the Rio Grande Valley Civil War Trail website: <http://www.utrgv.edu/civilwar-trail/>
- Topic of research: Ask students to choose a battle discussed on the RGV CW Trail website. (The Teacher may choose for the student if the student is unable to choose.)
- Procedure: (optional “Events – Internet Project Organizer – Handout”)
 - Ask students to view the RGV CW Trail website and take notes about a battle.
 - After students have finished their research, ask students to write a 3-paragraph essay report on the battle.
 - The breakdown of the short essay should be as follows:
 - Introduction (paragraph #1)
 - Describe the battle and explain why it was important (paragraph #2)
 - Conclusion (paragraph #3)

Closing: Set the various battles that the students chose in the context of the Confederacy’s grand strategy by orally summarizing the importance of the Rio Grande Valley to the Confederacy during the American Civil War.

Name: _____

Date: _____

Events – Internet Project Organizer – Handout

Instructions: Use this form to help you organize the work you will do and the timetables you will follow for your project.

Topic: _____

Research:

Date: _____ I chose my topic.

Date: _____ I did my internet research and took notes.

Organizing information:

Date: _____ I wrote an outline and first draft of my essay.

Preparing the essay:

Date: _____ I asked my teacher to check my progress.

Date: _____ I made revisions that my teacher suggested.

Date: _____ I finished the final draft of my essay.

Class Magazine Project – Lesson Plan

Subject: Social Studies

Grade Level: 8th

Objectives: 113.20. Social Studies, Grade 8. (a) Introduction. (a2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source materials is encouraged. Motivating resources are available from museums, historical sites, and local and state preservation societies. (b) Knowledge and skills. (b29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: (b29A) use valid primary and secondary sources to acquire information about the United States; (b29B) analyze information by making generalizations and predictions, and drawing inferences and conclusions. (b30) Social studies skills. The student communicates in written and oral forms. The student is expected to: (b30A) use social studies terminology correctly.

Materials:

- Computers or tablets with internet capability
- Pens or pencils and markers or color pencils
- Writing paper and drawing paper
- Glue, tape, or stapler
- One copy of the class magazine cover page

Lesson Duration: 2 to 3 periods

Activity:

- Use of electronic technology: Ask students to conduct internet research on the Rio Grande Valley Civil War Trail website: <http://www.utrgv.edu/civilwar-trail/>
- Topic of research: Ask students to choose an important event described on the website
- Procedure:
 - Put students in groups of 4 or 5; Ask each group to take notes and draw pictures about a single important event; After students have finished their research, ask each group to work together to write one article about the event and to draw one picture for the article
 - Assign the class magazine cover page to the group that finishes the assignment above first. Ask the group to draw a picture in empty box and to color the class magazine cover page (included); when all pages are done, bind the cover page, articles, and pictures together to create a class magazine.

Closing: Place the class magazine in a class library for other class periods to view.

Rio Grande Valley Civil War Trail Class Magazine

Teacher: _____

Class Period: _____

Reproducible

News Report Project – Lesson Plan

Subject: Social Studies

Grade Level: 8th

Objectives: 113.20. Social Studies, Grade 8. (a) Introduction. (a2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source materials is encouraged. Motivating resources are available from museums, historical sites, and local and state preservation societies. (b) Knowledge and skills. (b29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: (b29A) use valid primary and secondary sources to acquire information about the United States; (b29B) analyze information by making generalizations and predictions, and drawing inferences and conclusions. (b30) Social studies skills. The student communicates in written and oral forms. The student is expected to: (b30A) use social studies terminology correctly.

Materials:

- Computers or tablets with internet capability
- Pens or pencils, markers or color pencils
- Writing paper and one poster board per group
- RGV Civil War Trail Map
- Copies of “News Report – Project Organizer – Handout”

Lesson Duration: 3 to 4 periods

Activity:

- Use of electronic technology: Ask students to conduct internet research on the Rio Grande Valley Civil War Trail website: <http://www.utrgv.edu/civilwar-trail/>
- Topic of research: Ask students to choose an individual or event.
- Procedure:
 - Put students in groups of 4 or 5; Ask each group to view the RGV Civil War Trail website and take notes and gather illustrations (or draw pictures) about a single individual or a single event they have chosen to research
 - After students have finished their research, ask students to create a News Report about the individual or event. (see “News Report – Project Organizer – Handout”); After students have prepared their News Reports, ask students to present it to the class.

Closing: Have students ask the reporting groups 2 to 3 questions about their topic.

Name: _____

Date: _____

News Report – Project Organizer – Handout

Topic: _____

Steps:

1. Choose an individual or event to research.
2. Choose roles for each group member to play for your News Report. For example, a group member may be a government official or a soldier. Another may play the role of an eye witness. You may have an expert or a historian to interview or some other participant. At least one (or two) of the group members should be the news reporter(s).
3. When researching the individual or event, focus on three details about the topic.
4. Work together as a group to write questions and answers about the topic.
5. Create a poster that a TV news station might use to announce breaking news about the topic and place it behind the reporter along with the RGV Civil War Trail Map during the News Report.
6. Hold your News Report as a class activity. During the News Report, point to the area of the RGV Civil War Map where the individual or event was located.
7. After the report, answer questions that the class may have about your topic.

Organizing and drafting information:

Date: _____ The group chose a topic.

Date: _____ The group completed the research.

Date: _____ The group wrote questions and answers about the topic to help with the draft the News Report.

Date: _____ The group created a first draft of the News Report.

Preparing the News Report:

Date: _____ The group asked the teacher to check the group's progress.

Date: _____ The group made revisions that the teacher suggested.

Date: _____ The group finished the final draft of the News Report.

Date: _____ The group presented the News Report to the class and answers class questions.

Letter Writing – Lesson Plan

Subject: Social Studies

Grade Level: 8th

Objectives: 113.20. Social Studies, Grade 8. (a) Introduction. (a2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source materials is encouraged. Motivating resources are available from museums, historical sites, and local and state preservation societies. (b) Knowledge and skills. (b29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: (b29A) use valid primary and secondary sources to acquire information about the United States; (b29B) analyze information by making generalizations and predictions, and drawing inferences and conclusions. (b30) Social studies skills. The student communicates in written and oral forms. The student is expected to: (b30A) use social studies terminology correctly.

Materials:

- Computers or tablets with internet capability
- Pens or pencils
- Writing paper

Lesson Duration: 2 to 3 periods

Role Playing Activity:

- Use of electronic technology: Ask students to conduct individual internet research on the Rio Grande Valley Civil War Trail website: <http://www.utrgv.edu/civilwar-trail/>
- Topic of research: Ask students to research the role that African American soldiers played in the Rio Grande Valley during the American Civil War.
- Procedure:
 - Ask each student to take notes of information that relates to their topic
 - After students have finished their research, ask each student to pretend that they are an African American soldier in the Rio Grande Valley during the American Civil War and to write a letter home describing their experiences
 - Each letter should include the basic letter format:
 - Civil War era date
 - Name of person to whom the letter is being sent
 - 2 to 3 body paragraphs that describe experiences
 - A closing (“Yours truly”) and signature of the letter writer.

Closing: Post completed letters in the classroom.

Impact of Slavery – Lesson Plan

Subject: Social Studies

Grade Level: 8th

Objectives: 113.20. Social Studies, Grade 8. (a) Introduction. (a2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source materials is encouraged. Motivating resources are available from museums, historical sites, and local and state preservation societies. (b) Knowledge and skills. (b7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to: (b7C) analyze the impact of slavery on different sections of the United States (b29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources. The student is expected to: (b29A) use valid primary and secondary sources such as artifacts to acquire information about the United States; (b29B) analyze information by making generalizations and predictions, and drawing inferences and conclusions. (b30) Social studies skills. The student communicates in written form. The student is expected to: (b30A) use social studies terminology correctly.

Materials:

- Copies of “Reading – Handout”
- Writing instruments (pens or pencils)
- Writing paper

Lesson Duration: 1 period

Activity:

- Ask students to independently read the “Reading – Handout”
- After students have finished reading, ask students to write a five-paragraph essay with the following prompt: **Analyze the impact that slavery had on different sections of the United States.**
 - The breakdown of the essay should be as follows:
 - Introduction (paragraph #1)
 - Territorial expansion and debate over slavery (paragraph #2)
 - Congressional slavery legislation (paragraph #3)
 - Judicial slavery legislation (paragraph #4)
 - Conclusion (paragraph #5)

Closing: Summarize the impact that slavery had on different sections of the United States and how the growing sectional tensions eventually led to the American Civil War.

Name: _____

Period: _____

Reading – Handout

Impact of Slavery on Different Sections of the United States

Slavery: Growing Sectional Differences

In the 1800s, the North was much more industrialized than the South. In the North, factory work was done by free labor. In contrast, the South's economy was based on agriculture and dependent on slave labor. As a consequence, many Northerners opposed slavery on economic grounds: They believed that, if allowed to expand, slavery had the potential of undermining the free labor market. Abolitionists were a much smaller but highly visible group of Northerners who opposed slavery on moral grounds. Some abolitionists participated in organizing and running the Underground Railroad, an elaborate (and illegal) network used to help runaway slaves escape to freedom in the North or into Mexico. Some abolitionists, like John Brown, were radicals who were willing to use violence to achieve freedom for slaves. On the other hand, defenders of the institution of slavery based their arguments on racial doctrines (that claimed that slaves were inferior to whites), the view that slavery was a social good (because it guaranteed slaves jobs and it benefitted the economy by generating profits), and the idea that the U.S. Constitution protected states' rights (which were based on popular state will rather than federal mandate).

Debate over Slavery

Concern over the Mexican Cession resulted in a firestorm of political debates centered on the slavery issue. During the war with Mexico, Congressman from Pennsylvania David Wilmot introduced the Wilmot Proviso in Congress, as an amendment to a war appropriations bill, which stipulated that slavery would be banned in any territory acquired from Mexico. The bill passed in the House of Representatives, but it died in the Senate. Although it never passed, the re-introduction of the bill on several occasions served to rekindle debate and increase tensions over the issue of the status of slavery in new territories. The proslavery senator from South Carolina John C. Calhoun argued that territories were not part of the U.S. federal government. Instead, they were property of all of the states. Therefore, Congress had no right to prohibit slavery in the territories as long as it was legal in at least one state. On the other hand, anti-slavery northern politicians cited political precedents (including the Missouri Compromise of 1820) and argued that Congress did, in fact, have the right to make laws for the territories.

Reproducible

Name: _____

Period: _____

Congressional Slavery Legislation

National leaders made several attempts to resolve the contested issue of slavery. In 1820, Congress passed the Missouri Compromise, which admitted Missouri as a slave state and Maine as a free state. This political balancing act gave the Union 12 slave and 12 free (non-slave) states. Furthermore, the Missouri Compromise outlawed slavery in northern territories. John Quincy Adams wrote in his memoirs, “I have favored this Missouri Compromise, believing it to be all that could be [done] under the present Constitution.... If the Union must be dissolved, slavery is precisely the question upon which it ought to break. For the present, however, this contest is laid asleep.” Unfortunately, the contest over the question of slavery did not stay “asleep.” As the nation grew, political power once again became unbalanced. Henry Clay drafted the Compromise of 1850 in an attempt to smooth over rising tensions between the nation’s sections. Under the Compromise of 1850, California was admitted to the Union as a free state, slavery was abolished in the District of Columbia, Congress was denied jurisdiction over the interstate slave trade, and stricter fugitive slave laws were passed. At the time, many people around the country believed that the Compromise of 1850 had permanently settled the issue of slavery, but that was not the case. A few years later, Senator Stephen Douglas’s promotion of Popular Sovereignty (the idea that states and territories should be able to decide for themselves whether to allow slavery) led to the passage of the Kansas-Nebraska Act in 1854. The Kansas-Nebraska Act proposed that the residents of the Kansas and Nebraska territories should be allowed to decide for themselves what to do about slavery within their borders. The Kansas-Nebraska Act repealed the Missouri Compromise of 1820 (which had placed some restricted on the expansion of slavery), theoretically permitted the expansion of slavery into norther states, and heightened sectional tensions. In fact, tensions exploded into violence in “Bleeding Kansas” as abolitionists (like John Brown) waged war on slave holders.

<p>Violence in the U.S. Congress: In 1856 the nation’s sectional tensions over slavery erupted on the floor of Congress as Pro-Slavery South Carolina Congressman Preston S. Brooks beat Abolitionist Massachusetts Senator Charles Sumner with a stick. When story of the incident reached the public, many Southerners applauded the beating while many Northerners were appalled by it. More importantly, the incident symbolized the impact that slavery had on different sections of the United States.</p>

Name: _____

Period: _____

Judicial Slavery Legislation

The courts also addressed the issue of slavery in the territories. The most historically significant case on this issue was the Dred Scott case, which was about a man who sued for his freedom after his master died. Scott claimed that he should be free, because he had once lived on free soil. In 1857, the U.S. Supreme Court ruled that Scott could not sue in federal court, because he was a slave and slaves had no citizenship rights. Instead, slaves were private property. As such, slaves could not be taken from their masters regardless of a territory's laws on slavery. Just like the Kansas-Nebraska Act had done, the Dred Scott ruling overturned the Missouri Compromise of 1820. The case increased tensions between the North and the South.

Causes of the Civil War – Lesson Plan

Subject: Social Studies

Grade Level: 8th

Objectives: 113.20. Social Studies, Grade 8. (a) Introduction. (a2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source materials is encouraged. Motivating resources are available from museums, historical sites, and local and state preservation societies. (b) Knowledge and skills. (b8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to: (b8B) explain the causes of the Civil War, including sectionalism, state's rights, and slavery (b29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources. The student is expected to: (b29A) use valid primary and secondary sources such as artifacts to acquire information about the United States; (b29B) analyze information by making generalizations and predictions, and drawing inferences and conclusions. (b30) Social studies skills. The student communicates in written form. The student is expected to: (b30A) use social studies terminology correctly.

Materials:

- Copies of “Reading – Handout”
- Writing instruments (pens or pencils)
- Writing paper

Lesson Duration: 1 period

Activity:

- Ask students to independently read the “Reading – Handout”
- After students have finished reading, ask students to write a five-paragraph essay with the following prompt: **Explain the role that sectionalism, state's rights, and slavery played in bringing about the Civil War.**
 - The breakdown of the essay should be as follows:
 - Introduction (paragraph #1)
 - Sectionalism (paragraph #2)
 - State's Rights (paragraph #3)
 - Slavery (paragraph #4)
 - Conclusion (paragraph #5)

Closing: Summarize causes of the American Civil War.

Name: _____

Period: _____

Reading – Handout

Causes of the American Civil War

Tariffs: Growing Sectional Differences

About 40 years before the Civil War, various competing economic interests in different sections of the nation began to grow. For example, Northern leaders supported legislation to tax imports into the South. The intent of tariffs (taxes on imports) was to make European goods more expensive than Northern Americans goods; thereby, encouraging Southerners to purchase Northern goods. However, the plans of Northern leaders to protect Northern industries did not sit well with Southerners. Eventually, the sectional tariff debate boiled over into a national crisis. The Tariff of 1828 (which came to be known also as the “Tariff of Abominations”) was a very high tax on imported manufactured goods. In 1830, tensions brought on by the Tariff of 1828 culminated in the Webster-Hayne debate, a 9-day debate in the U.S. Congress. Southern Senator Robert Y. Hayne (South Carolina) insisted that the tariff was responsible for South Carolina’s economic problems. Hayne argued that no state should have to accept a federal law that harmed its interests. Hayne claimed that a state had the right to “nullify,” or choose not to obey, a federal law. This idea was called the Doctrine of Nullification. The doctrine, if allowed to stand, would allow a state to declare an act of the federal government null & void within state limits. In response, Northern Senator Daniel Webster (Massachusetts) pointed out the supremacy of the federal government over state governments established by the U.S. Constitution. Webster argued that no state had the power to question laws passed by the U.S. Congress. According to the Constitution, he argued, only the U.S. Supreme Court could do that. The Doctrine of Nullification was dangerous, because, if allowed to stand, it would lead to the end of the Union as each state would rule itself and ignore the federal system. Webster concluded his speech with, “Liberty and Union, now and forever, one and inseparable!”

Slavery: Growing Sectional Differences

While Texans had argued during the annexation deliberations over whether Texas should remain independent, most Americans who had opposed Texas statehood did so, because they did not want more slave-holding territory added to the Union. In like manner, those opposed to the U.S. waging war against Mexico in 1846 believed that an American victory would further empower defenders of

Reproducible

Name: _____

Period: _____

slave-holding interests. In the 1800s, the North was much more industrialized than the South. In the North, factory work was done by free labor. In contrast, the South's economy was based on agriculture and dependent on slave labor. As a consequence, many Northerners opposed slavery on economic grounds: They believed that, if allowed to expand, slavery had the potential of undermining the free labor market. Abolitionists were a much smaller but highly visible group of Northerners who opposed slavery on moral grounds. Some abolitionists participated in organizing and running the Underground Railroad, an elaborate (and illegal) network used to help runaway slaves escape to freedom in the North or into Mexico. Some abolitionists, like John Brown, were radicals who were willing to use violence to achieve freedom for slaves. On the other hand, defenders of the institution of slavery based their arguments on racial doctrines (that claimed that slaves were inferior to whites), the view that slavery was a social good (because it guaranteed slaves jobs and it benefitted the economy by generating profits), and the idea that the U.S. Constitution protected states' rights (which were based on popular state will rather than federal mandate).

Opposing View Points: Union or Secession?

U.S. President Abraham Lincoln's Inaugural Address (1861):

“One section of our country believes slavery is right and ought to be extended, while the other believes it is wrong and ought not to be extended. This is the only substantial dispute.... You have no oath registered in heaven to destroy the Government, which I shall have the most solemn one to ‘preserve, protect, and defend it.’”

Confederate President Jefferson Davis's Inaugural Address (1861):

“As a necessity, not a choice, we have resorted to the remedy of separation, and henceforth our energies must be directed to the conduct of our own affairs, and the [continuation] of the Confederacy which we have formed.... If this be denied to us...[we will be forced] to appeal to arms....”

Significant Events of the Civil War – Lesson Plan

Subject: Social Studies

Grade Level: 8th

Objectives: 113.20. Social Studies, Grade 8. (a) Introduction. (a2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source materials is encouraged. Motivating resources are available from museums, historical sites, and local and state preservation societies. (b) Knowledge and skills. (b8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to: (b8B) explain significant events of the Civil War, including the firing on Fort Sumter; the battle of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln (b29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources. The student is expected to: (b29A) use valid primary and secondary sources such as artifacts to acquire information about the United States; (b29B) analyze information by making generalizations and predictions, and drawing inferences and conclusions. (b30) Social studies skills. The student communicates in written form. The student is expected to: (b30A) use social studies terminology correctly.

Materials:

- Copies of “Reading – Handout”
- Writing instruments (pens or pencils)
- Writing paper

Lesson Duration: 1 period

Activity:

- Ask students to independently read the “Reading – Handout”
- After students have finished reading, ask students to write a five-paragraph essay with the following prompt: **Explain significant events of the American Civil War.**
 - The breakdown of the essay should be as follows:
 - Introduction (paragraph #1)
 - Start of the war (paragraph #2)
 - Significant battles (paragraph #3)
 - End of the war (paragraph #4)
 - Conclusion (paragraph #5)

Closing: Summarize significant events of the American Civil War.

Name: _____

Period: _____

Reading – Handout

Significant Events of American Civil War

The War Begins

The war began on April 12, 1861 when Confederate troops fired on Fort Sumter, a Union held fort which was located in the South.

Emancipation Proclamation

During the Battle of Antietam (1862), the Union was able to stop a Confederate attempt to attack the U.S. capitol. Capitalizing on the victory, Lincoln issued the Preliminary Emancipation Proclamation, which stated that slaves in rebelling states would be freed effective January 1, 1863. The Proclamation, which was issued as a military necessity, expanded the struggle from a political war to save the Union to include the moral dimension of abolition. Initially, the Proclamation did not free a single slave, because it only freed slaves in the Confederate states that were in rebellion. However, as the war continued, the Proclamation gave the invading Union armies the authority to free slaves in captured territories. As a military weapon, the Proclamation helped destroy the South's infrastructure, because freed slaves no longer provided labor for the South. Also, as freed slaves enlisted in the Union military, they returned to the South to wage war against the slave system.

Key Union Victories

Some of the key Northern victories included the Battles of Antietam (1862), Gettysburg (1863), and Vicksburg (1863). The Battle of Antietam was the bloodiest one-day battle of the war. It is estimated that about 23,000 soldiers were killed or wounded. The Battle of Gettysburg, which took place over a course of three days, was the largest battle of the war. Several months after the Northern victory there, Lincoln traveled to the site to deliver his Gettysburg Address at a ceremony dedicating a cemetery for the fallen troops. The Address became one of the most famous speeches in American History. For the Confederacy, the Mississippi River was an essential natural resource that also provided opportunities for trade and transport. Consequently, wresting control of the river from the Confederacy was a major Union goal. In order to accomplish this goal, Union troops under the command of Ulysses S. Grant attacked Vicksburg, which stood on a high bluff above the river. One day after the Battle of Gettysburg, on July 4, 1863, Vicksburg surrendered.

Reproducible

Name: _____

Period: _____

Surrender at Appomattox and the End of the Civil War

On April 9, 1865, Confederate General Robert E. Lee surrendered to Union General U.S. Grant at Appomattox Courthouse, Virginia. Fighting continued for about a month after Lee's surrender, but the surrender at Appomattox signaled the impending end of the war. A few days later, Confederate troops in North Carolina surrendered to Union General William T. Sherman. Confederate President Jefferson Davis was captured in early May. The last land Civil War battle was fought near Brownsville, Texas just outside Palmito Ranch on May 12-13, 34 days after Lees' surrender. As early as 1864, Lincoln began formulating Reconstruction plans. In Lincoln's Second Inaugural Address, he formally announced his lenient and forgiving attitude about the way that the South's readmission into the Union would be handled. However, his assassination on April 15, 1865 put an end to Lincoln's plans. Ironically, John Wilks Booth believed that he was benefitting the South by killing Lincoln, but in Lincoln's absence the South suffered through a harsh Reconstruction.

AP U.S. History Lesson Plans

- 31. Analyzing Artifacts
- 32. Visiting Historic Places
- 33. Biography
- 34. Events
- 35. RGV CW Trail Map
- 36. African Americans
- 37. Cotton Trade
- 38. US & Mexico
- 39. Key Events
- 40. DBQ

Analyzing Artifacts - Socratic Seminar – Lesson Plan

Subject: AP US History

Grade Level: 11th

Rationale: In order for students to develop the full range of historical thinking skills and understandings needed for the AP U.S. History course, teachers should provide time in their instruction for classroom discussion and collaborative learning activities (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 110). Analyzing artifacts allows students on all levels to exercise the complete range of critical thinking and helps make the past more real to them. Students learn 90% of what they say or discuss as they complete an activity (Dale, E. *Audio-Visual Methods in Teaching*, 1969). [This activity may be repeated with different artifacts.]

Objective: Socratic Seminars help students arrive at a new understanding by asking questions that clarify; challenge assumptions; probe perspectives and point of view; probe facts, reasons, and evidence; or examine implications and outcomes (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 110).

Key Concept 5.3 (IA): Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.

Materials:

- Collection of artifacts located in the Civil War Trail trunk
- Copies of “Analyzing Artifacts – Socratic Seminar – Handout”
- Writing instruments (pens or pencils)

Lesson Duration: 1 period

Activity:

- Post a definition of artifacts: “**Material remains studied and used by archeologists and historians to support their interpretation of human history. Examples of artifacts include bones, pots, baskets, jewelry, furniture, tools, clothing, and buildings.**” (M. Menzin, C. Podraza, & S. Alexander. *The Bedford Glossary for U.S. History*, 2007.)
- Pass out the handout & explain the difference between close-ended & open-ended questions
- Inform students that they will be analyzing Civil War artifacts
- Create student groups of 5 to 6 students and give each group 3 artifacts to examine
- Ask each student to brainstorm and write down 2 close-ended and 2 open-ended questions about either a single artifact or the entire collection they were assigned
- Ask each group to engage in discussion by posing their questions to group members and by answering other group members’ questions.
- After the students have finished discussion, ask one student from each group to orally report three main group findings about the artifacts.

Closing: Correct inaccuracies and explain to students how the North and South marshaled resources to wage war.

Analyzing Artifacts – Socratic Seminar – Handout

Closed-ended questions can be answered with a “yes” or “no” or a short answer. Close ended questions usually have a definitive answer. Example: How many artifacts were assigned to this group? (Do not use this example.)

Write down 2 closed-ended questions about the artifacts:

1.

2.

Write down 2 open-ended questions about the artifacts:

Open-ended questions cannot be answered with a “yes” or “no.” They require several sentences (or longer) to answer. Unlike close-ended questions, open-ended questions usually do not have a definitive answer (that everybody would always agree with). Instead, open-ended questions are answered with opinions based on the available evidence, different points of view, and ideas that engage in complex thinking. Example: Which of these artifacts was the most important during the war? (Do not use this example.)

1.

2.

Visiting Historic Places – Debriefing – Lesson Plan

Subject: AP US History

Grade Level: 11th

Rationale: In order for students to develop the full range of historical thinking skills and understandings needed for the AP U.S. History course, teachers should provide time in their instruction for classroom discussion and collaborative learning activities (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 110).

Objective: Debriefing activities allow students to solidify and deepen their understanding (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 111).

Key Concept: 5.3 (IA): Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.

Materials:

- Rio Grande Valley Civil War Trail map
- Notebooks
- Writing instruments (pens or pencils)

Lesson Duration: 1 day and 1 period

Activity:

- Discuss the RGV Civil War Trail
- Take students on a field trip to historic sites on the RGV Civil War Trail (1 day)
- Ask students to take notes during the field trip. Tell students that their notes should focus on making connections between the Rio Grande Valley Civil War experience and the Civil War history that they have read about in history books.
- The day after the field trip, instruct students to use their notes to participate in a debriefing activity (1 period)
- Facilitate a class discussion that leads to a consensus understanding or helps students identify the key conclusions (or takeaways) from their field trip experience.
- The following are some focus question suggestions for the teacher (facilitator):
 - How does visiting a historic place make the past seem more real to you?
 - In which ways was the war in the Rio Grande Valley a microcosm of the Civil War?
 - In which ways was the Civil War in the Rio Grande Valley different from the experiences in other Confederate states that did not share a border with Mexico?
 - How was the cotton trade an important economic and diplomatic feature of the Rio Grande Valley during the war?
 - Why do you think that African Americans would have volunteered to serve in the U.S. military during the Civil War?
 - Do you think that Mexican Americans would have been more likely to volunteer to serve in the Confederate or in the US military during the Civil War? Explain.

Closing: Summarize 3 to 5 of the main points that were discussed.

Biography – Debate – Lesson Plan

Subject: AP US History

Grade Level: 11th

Rationale: In order for students to develop the full range of historical thinking skills and understandings needed for the AP U.S. History course, teachers should provide time in their instruction for classroom discussion and collaborative learning activities (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 110).

Objective: Debate activities provide students with an opportunity to collect and orally present evidence supporting the affirmative and negative arguments of a proposition or issues (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 110).

Materials:

- Writing instruments (pens or pencils)
- Writing paper

Lesson Duration: 2 periods

Activity:

- Goal: The presentation by two or more groups of an informal or formal argument that defends a claim with evidence. The goal is to debate ideas without attacking the people who defend those ideas (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 110).
- Use of electronic technology: Ask students to conduct internet research on the Rio Grande Valley Civil War Trail website: (<http://www.utrgv.edu/civilwar-trail/>) and on other websites.
- Topic of research: Juan Cortina
- Research Question: **Was Cortina a hero or a villain?**
- Procedure:
 - 1 Period
 - Put students in groups (or teams) of 5 or 6
 - Ask each group to conduct internet research on the topic
 - Ask each group to take notes
 - Ask each group to write sentences with facts (evidence) that support both sides
 - 1 Period
 - Then, randomly assign some groups to defend Cortina's hero status and some other groups to defend Cortina's villain status
 - Debate the issue as a class activity; with representatives from each group taking turns arguing their side (set a time limit for each speaker)
 - After all group representatives have had a chance to argue their side, allow the rest of the class to pose 2 to 3 questions to the presenters.

Closing: Briefly discuss the difference between historical facts and historical points of view.

Events – Fishbowl – Lesson Plan

Subject: AP US History

Grade Level: 11th

Rationale: In order for students to develop the full range of historical thinking skills and understandings needed for the AP U.S. History course, teachers should provide time in their instruction for classroom discussion and collaborative learning activities (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 110).

Objective: Fishbowl activities provide students with an opportunity to engage in formal discussion and to experience the roles of both participant and active listener; students also have the responsibility of supporting their opinions and responses using specific evidence (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 110).

Materials:

- Writing instruments (pens or pencils)
- Writing paper

Lesson Duration: 2 periods

Activity:

- Goal: Some students form an inner circle and model appropriate discussion techniques, while an outer circle of students listen, responds, and evaluates (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 110).
- Use of electronic technology: Ask students to conduct internet research on the Rio Grande Valley Civil War Trail website: <http://www.utrgv.edu/civilwar-trail/>
- Research Question: **Which was the most important Civil War battle fought in the Rio Grande Valley? State your answer as an opinion supported by evidence.**
- Procedure:
 - 1 Period
 - Put students in groups of 5 or 6 and ask them to conduct internet research on the research question
 - Ask each group to take notes and write sentences with facts (evidence) that support their point of view
 - 1 Period
 - Place a circle of enough chairs for one group (“the fishbowl”) in the middle of the room
 - Ask the seated group to discuss their point of view and evidence
 - Ask the rest of the students to stand around the circle and listen and gain insight about the groups point of view
 - Allow the rest of the class to ask the students in the fishbowl one question to help them evaluate the group’s and their own points of view
 - Rotate each group into the fishbowl and follow the same steps above.

Closing: Briefly discuss how historians use evidence to support their points of view.

RGV CW Trail Map – Questioning a Text – Lesson Plan

Subject: AP US History

Grade Level: 11th

Rationale: In order for students to develop the full range of historical thinking skills and understandings needed for the AP U.S. History course, teachers should provide time in their instruction for classroom discussion and collaborative learning activities (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 110).

Objective: To engage more actively with texts, read with greater purpose and focus, and ultimately answer questions to gain greater insight into the text (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 111). K-W-L Charts provide students with an opportunity to reflect on what they know, what they want to know, and what they have learned about a particular topic. Using K-W-L Charts helps students engage more actively with texts, read with greater purpose and focus, and ultimately answer questions to gain greater insight into the text.

Materials:

- A copy (or copies) of the Rio Grande Valley Civil War Map
- Copies of the “RGV CW Trail Map – Questioning a Text – Handout”
- Writing instruments (pens or pencils)

Lesson Duration: 1 period

Activity:

- Put students in groups of 5 or 6
- Post the front side of the Rio Grande Valley Civil War Map on the wall. (If enough copies of the map are available, give each group one map.)
- Before students view the map, ask them to fill out the first two columns of the KWL chart
- Then, give each group time to view and read the map and to complete the third column
- Ask each group to discuss their questions and answers with their own group members

Closing: Ask one member from each group to pose at least one question that the group still has about the map and state at least one thing that they learned.

RGV CW Trail Map – Questioning a Text – Handout

Complete the first two columns (K & W) before you view and read the Rio Grande Civil War Map. What do you think you already know about the Civil War in the Rio Grande Valley? Fill in the first column (K) of the chart with a maximum of three items with details. In the second column (W), write what you would like to find out.

After you view and read the Rio Grande Civil War Map, add a maximum of three things with details that you learned to the third column (L). In the bottom part of handout (below the chart), include questions you still have. If you need more room for questions, use the back of the handout).

This chart will help you to engage more actively with the map, read with greater purpose and focus, and gain greater insight.

The Rio Grande Valley Civil War Map

Know	Want to Know	Learned

Questions:

African Americans – Jigsaw – Lesson Plan

Subject: AP US History

Grade Level: 11th

Rationale: In order for students to develop the full range of historical thinking skills and understandings needed for the AP U.S. History course, teachers should provide time in their instruction for classroom discussion and collaborative learning activities (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 110).

Objective: Jigsaw discussion activities allow students to summarize and present information to others in a way that facilitates an understanding of a text (or multiple texts) or issue without having each student read the text in its entirety; by teaching others, they become experts (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 111).

Key Concept: 5.3 (IB): Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln's decision to issue the Emancipation Proclamation reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers. Many African Americans fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy.

Related Thematic Learning Objective (Focus of Exam Questions): WOR-2.0: Analyze the reason for, the results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

Materials:

- Copies of “African Americans – Jigsaw – Reading – Handout”

Lesson Duration: 1 period

Activity:

- Put students in groups of 5 or 6
- Ask each student in each group to read a different paragraph from the handout, taking on the role of expert on what was read.
- Ask students to share the information from the reading with students from other groups who have read the same text.
- Then ask students to return to their original groups to share their new knowledge.
- Finally, ask each group to work together to formulate an answer to a common question.

Closing: Ask a student from each group to share their group's insights and perspectives on one of the common questions until all of the common questions have been discussed.

African Americans – Jigsaw – Reading – Handout

African Americans

National Perspective:

Secession Crisis (1861)

Republicans nominated Abraham Lincoln as their presidential candidate in 1860, and they ran the presidential campaign on the free-soil platform, which represented Northern interests. In fact, Lincoln was elected president without receiving any Southern electoral votes. Consequently, many Southerners did not recognize Lincoln as their president. Furthermore, Southerners were alarmed at the election results, because they were concerned that Republicans would pass anti-slavery laws that the South would be powerless to stop. Debates about secession ensued in Southern state legislatures, and most of the slave states voted to secede from the Union. Ultimately, the secession crisis brought about the Civil War, because both sides were willing to use force to achieve their opposing goals.

Opposing View Points: Union or Secession?

From Abraham Lincoln's Inaugural Address (1861):

“One section of our country believes slavery is right and ought to be extended, while the other believes it is wrong and ought not to be extended. This is the only substantial dispute.... Physically speaking, we cannot separate. We cannot remove our respective sections from each other.... In your hands, my dissatisfied fellow countrymen, and not in mine, is the momentous issue of civil war. The Government will not assail you. You can have no conflict without being yourselves the aggressors. You have no oath registered in heaven to destroy the Government, which I shall have the most solemn one to ‘preserve, protect, and defend it.’”

From Jefferson Davis's Inaugural Address (1861):

“As a necessity, not a choice, we have resorted to the remedy of separation, and henceforth our energies must be directed to the conduct of our own affairs, and the [continuation] of the Confederacy which we have formed. If a just perception of mutual interest shall permit us peaceably to pursue our separate political career, my most earnest desire will have been fulfilled. But if this be denied to us...[we will be forced] to appeal to arms....”

Comparing Civil War Resources

Railroad Mileage:

North: 72%

South: 28%

Manufactured goods:

North: 92%

South: 8%

Population:

North: 71%

South: 29% (1/3 of the population was enslaved)

(Source: U.S. Bureau of the Census. (1975). *Historical Statistics of the United States, Colonial Times to 1970, Bicentennial Edition*. Washington, DC.)

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African Americans – Jigsaw – Reading – Handout

Emancipation Proclamation

Southern leaders were keenly aware of the disadvantages they faced during the war. Because of this, Southern leaders sought to make an alliance with either England or France that might help them secure their independence. In the context of a balance of world power, leaders in these European nations saw advantages for themselves in a divided (and weaker) United States of America, but they remained cautious after the Northern victory at the Battle of Antietam (1862). Capitalizing on the victory, Lincoln issued the Preliminary Emancipation Proclamation, which stated that slaves in rebelling states would be freed effective January 1, 1863. In this respect, the Emancipation Proclamation had the effect of a diplomatic weapon, because it rallied popular anti-slavery support in both England and France. In effect, the Proclamation, which was issued as a military necessity, expanded the struggle from a political war to save the Union to include the moral dimension of abolition. Initially, the Proclamation did not free a single slave, because it only freed slaves in the Confederate states that were in rebellion. However, as the war continued, the Proclamation gave invading Northern armies the authority to free slaves in captured territories. As a military weapon, the Proclamation helped destroy the South's infrastructure, because freed slaves no longer provided labor for the South. Also, as freed slaves enlisted in the Union military, they returned to the South to wage war against the slave system.

Local Perspective:

U.S. Colored Troops

Early in 1863, Abraham Lincoln observed: "The colored population is the great available yet unavailed of force for restoring the Union." Two months later the War Department issued General Order #143 which sanctioned the creation of the United States Colored Troops (USCT). Three regiments of the USCT entered the Rio Grande Valley in the fall of 1864. Encamped at Brazos Santiago, a detachment of the 62nd Infantry fought Confederates at the Battle of Palmito Ranch on May 13, 1865. Two weeks later, on May 30, the 62nd, along with other U.S. Army units, moved into Brownsville. By May 1865, nearly 16,000 USCT veterans of the 25th Corps arrived at Brazos Santiago from City Point, Virginia, and were quickly dispersed to Forts Brown at Brownsville, Ringgold Barracks at Rio Grande City, Fort McIntosh at Laredo, and Fort Duncan at Eagle Pass, as well as to smaller posts where they were assigned to prevent former Confederates from establishing their defeated government and army in Mexico. Later, the USCT, along with their successors the "buffalo soldiers"—as they were called by Plains Indians—patrolled the border to stop ongoing violence in Mexico from spilling into the United States, and to discourage bandits and Indians from attacking civilian communities. The black soldiers made a fine adjustment to the hot desert terrain and diverse culture of the Valley, as explained by Sergeant Major Thomas Boswell of the 116th: "If our regiment stays here any length of time we will all speak Spanish, as we are learning very fast." The last USCT regiment, the 117th U.S. Colored Infantry, left the Rio Grande in July 1867.

Fort Ringgold

Atop a river bluff from which two nations are visible, army engineers in 1848 established Camp Ringgold. After the U.S.-Mexican War, the Mexican government was forced to give up its claims to territory in Texas and the Southwest. Acting upon Mexican requests, the U.S. Army built forts along the Rio Grande from Brownsville to Eagle Pass. Camp Ringgold, later Ringgold Barracks, was named for Major Samuel Ringgold, who was killed at the battle of Palo Alto in 1846. Nearby stood the settlement of Rancho Davis, later renamed Rio Grande City. During the Civil War,

African Americans – Jigsaw – Reading – Handout

Ringgold changed hands several times, starting in 1861 when it was occupied by Confederate forces. Late in 1863, Union troops re-entered the Rio Grande Valley and seized the camp, only for it to be seized again by rebels led by Colonels John S. “Rip” Ford and Santos Benavides. Because of their efforts, the post stayed in Confederate hands until the end of the war. After 1865, the post was renamed Fort Ringgold and was updated with permanent brick buildings. African-American troops, including Civil War U.S. Colored Troops and later segregated African-American U.S. regulars (the so-called “Buffalo Soldiers”) were quartered here until the early twentieth century, protecting border communities from border unrest. As in Brownsville in 1906, black soldiers at Ringgold endured prejudice and discrimination that led to an outbreak of racial violence in 1899. In 1944, the army closed the historic fort when they sent the 124th Cavalry to Burma during World War II.

List of Common Questions:

1. In early 1863, Abraham Lincoln said: “The colored population is the great available yet unavailed of force for restoring the Union.” What did Lincoln mean by this and how did he address this issue?
2. In your opinion, why did African Americans want to join the military during the Civil War?
3. If you were a pro-slavery supporter of the Confederacy in the Rio Grande Valley in 1863, how do you think you would feel about U.S. Colored Troops being stationed in the area? Why?
4. Why did African American troops seem to adjust well to the hot desert terrain of the Rio Grande Valley?
5. In your opinion, did African American military service earn freedom for all African Americans (under the 13th Amendment [1865])?

Cotton Trade – Discussion – Lesson Plan

Subject: AP US History

Grade Level: 11th

Rationale: In order for students to develop the full range of historical thinking skills and understandings needed for the AP U.S. History course, teachers should provide time in their instruction for classroom discussion and collaborative learning activities (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 110).

Objective: Discussion Groups allow students to gain new understanding of or insight into a text or issue by listening to multiple perspectives (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 110).

Key Concept: 5.3 (IA): Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.

Related Thematic Learning Objective (Focus of Exam Questions): WOR-2.0: Analyze the reason for, the results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

Materials:

- Copies of “Cotton Trade – Discussion – Reading – Handout”
- Writing paper and writing instruments (pens or pencils)

Lesson Duration: 1 period

Activity:

- Ask students to read the handout
- Put students in groups of 5 and ask the group members to engage in an interactive small-group discussion by addressing the questions at the end of the handout.
- Assign specific roles to each student such as questioner (asks the questions), summarizer (periodically orally summarizes the main points that have been raised), facilitator (makes sure that the discussion stays on topic, keeps going, and is conducted in a non-confrontational manner), evidence keeper (takes notes), and reporter (speaks to the class on behalf of the group).

Closing: Ask the reporter of each group to share their group’s insights and perspectives on one of the questions until all of the questions have been discussed.

Cotton Trade – Discussion – Reading – Handout

The National Perspective

Civil War: Northern Advantages and Disadvantages

The war began on April 12, 1861 when Confederate troops fired on Fort Sumter, a Union held fort which was located in the South. During the Civil War the North had many advantages over the South. For example, most of the extensive railroad network was in the North. This gave the North a great advantage in transportation. The North was much more industrialized than the South. The factories in the North were able to manufacture war materials faster and in greater quantities than the South. The North had a much larger population, which gave the North the ability to grow larger armies and maintain the home front. The North had a superior and much larger navy. The Anaconda Plan, as it came to be called, was a long-term strategy to blockade Southern ports in an effort to choke the South economically, militarily, and diplomatically. On the other hand, the North was hampered by a divided population that did not fully support the war effort. For example, the Copperheads pushed for peace. Copperhead leaders preferred a divided Union and the continued expansion of slavery rather than war. This created a challenge for Lincoln's administration that was willing to wage war to preserve the Union.

Civil War: Southern Advantages and Disadvantage

The Civil War was primarily fought in the South. This gave home territories a defensive advantage as Southerners were willing to fight aggressively to defend their homes and families. Southerners were also much more familiar with Southern battlefield geography than the invading forces. The South's smaller population and smaller industrial base meant that, if the South did not end the war quickly, it would exhaust its resources before the North. The South had a group of experienced and skilled military commanders (including Robert E. Lee) that were good at capitalizing on the South's advantages. Unfortunately for the South, in the long run the war's home field advantage proved to be a tremendous disadvantage as most of the war's destruction occurred in the South. Although the Confederacy fought aggressively in the early years of the Civil War, the Union won the war due largely in part to the North's greater resources, the destruction of the South's infrastructure, and key Union victories.

Comparing Civil War Resources

Railroad Mileage:

North: 72%

South: 28%

Manufactured goods:

North: 92%

South: 8%

Population:

North: 71%

South: 29% (1/3 of the population was enslaved)

(Source: U.S. Bureau of the Census. (1975). *Historical Statistics of the United States, Colonial Times to 1970, Bicentennial Edition*. Washington, DC.)

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Cotton Trade – Discussion – Reading – Handout

The Cotton Trade

One of the first major strategic decisions that Abraham Lincoln made was to order a blockade of Southern ports. The Anaconda Plan was not very effective at the beginning of the war. Cotton was the biggest money-making good that the South possessed. Consequently, the cotton trade figured prominently in the South's war effort. However, Confederate leaders devised a plan to capitalize on the public perception of the blockade's effectiveness by creating an artificial cotton shortage in the hope that British and French demand for cotton would lead to official recognition of the Confederacy. Although cotton was important, the diplomatic character of the war was much more complex. For example, France was unwilling to act unless Britain took the first step. The British had a great need of wheat from American Northern markets, and recognition of the Confederacy threatened to alienate the North. In addition, Lincoln's Emancipation Proclamation (1863) added a new dimension to the war by including a struggle against human bondage. The majority of the voting public in Britain applauded the Proclamation and would have viewed European recognition of the Confederacy as an unacceptable move to preserve slavery. With the failure of cotton diplomacy, Confederates attempted to sell as much cotton as possible to pay for war materials. By that point in time, however, the blockade had become much more effective. Consequently, Confederates began to rely more heavily on trade through the Rio Grande and Mexico.

The Rio Grande Valley (local) Perspective

Mexico and the U.S. Civil War

While Union and Confederacy fought from 1861 to 1865, the supporters of Benito Juarez, known as Juaristas, fought the French and Austrian imperialists from 1862 to 1867. The Rio Grande Valley became important in these struggles for several reasons. The U.S. blockade of Confederate ports limited the South's ability to ship cotton and consequently limited the South's ability to import cannon, medical supplies, and other needed war materials. To circumvent the U.S. Navy, Confederates utilized the small Mexican port of Bagdad, a place the Union could not attack without risking a war with France. Bagdad soon emerged as the Confederacy's major remaining port. To end this trade, Union landed forces at Brazos de Santiago, marched inland to Brownsville, and subsequently headed northwest along the north bank of the river. The Confederates responded by moving the crossing points westward and later drove Union forces back to Brazos de Santiago. The tax revenue generated by the trade at Bagdad provided substantial revenue for the Mexican government. Although the Liberal commander of that part of México, Juan Cortina, favored the Union, he could cooperate with both northern and southern forces as needed. When Matamoros briefly passed into the imperialists' hands, the French and the Confederates cooperated as well. Although numerous hostile actions occurred on both sides of the river, no international war ever erupted between either of the American or Mexican sides (Rio Grande Valley Civil War Trail Website).

Bagdad

Located near the mouth of the Rio Grande, Bagdad played a vital role as a port city for Mexico and the Confederates during the Civil War. Although the ports of Texas were blockaded by Union warships, the Rio Grande was recognized as an international waterway. This allowed Mexican-

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Cotton Trade – Discussion – Reading – Handout

flagged steamers to legally carry cotton brought into the Rio Grande Valley from other parts of Texas, Louisiana, and Arkansas to Bagdad. At times, as many as three hundred ships from England and other European nations were anchored off the coast of Bagdad awaiting shipments of the precious fiber. Important goods such as medicine, food, clothing, gunpowder, and rifles were subsequently smuggled through Bagdad as well. This small community, established in 1848, became a bustling city of 25,000 inhabitants that attracted cotton brokers, sailors, teamsters, gamblers, French and Austrian troops in the service of Emperor Maximilian, and various assortments of criminals. When Brownsville's cotton shipments were interrupted by Union occupation in November 1863, this transport moved west to Laredo. The war's end quickly brought the lucrative export business of Bagdad to an end, but it was the horrific hurricane of 1867 that had the final word: Mother Nature reclaimed the once desolate, salt-sprayed sand dunes and marshland and Bagdad now lives on only in history, tales, and memory (Rio Grande Valley Civil War Trail website).

Rio Grande

It is not surprising that the Rio Grande itself played a central role in the history of the Civil War in the Rio Grande Valley. As Federal blockades sealed off the Confederate coastline, Mexico became a vital outlet for southerners to export their cotton. But the river's significance dates back much earlier. In the 1848 Treaty of Guadalupe Hidalgo, the United States and Mexico agreed that the waterway which divided their two nations would be an international river, open to merchants of both countries. In the 1860s, this agreement prohibited the Union Navy from halting shipments along the river. Merchants brought their cotton to Matamoros, loaded it on Mexican-registered steamboats, and transported it to Bagdad where it was transferred to larger ships for international distribution. Union forces could not halt this flow of supplies without widening the war's scope to Mexico, which was itself beset at that time by civil war. Although the U.S. Army did briefly occupy towns of the Rio Grande Valley and slowed the flow of cotton southward, boats filled with cotton continued to ply the river's waters, unimpeded for the duration of the war (Rio Grande Valley Civil War Trail website).

Discussion Group Questions:

1. Was cotton an effective bargaining chip for the Confederacy? Why or why not?
2. How did Texas' border with Mexico create opportunities that other Confederate states did not have?
3. How was diplomacy tied to economics during the American Civil War?
4. How as diplomacy not tied to economics during the American Civil War?
5. How important was the Rio Grande (river) and Mexico to the Confederate War effort?

US & Mexico – Comparison – Lesson Plan

Subject: AP US History

Grade Level: 11th

Rationale: In order for students to develop the full range of historical thinking skills and understandings needed for the AP U.S. History course, teachers should provide time in their instruction for classroom discussion and collaborative learning activities (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 110).

Objective: One of the most common ways in which historians relate pieces of information to each other involves analyzing similarities and differences (by making comparisons) (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 101). In this activity, the students will compare developments in the U.S. and in Imperial Mexico during the Civil War era.

Materials:

- Copies of the “US & Mexico – Comparison – Reading – Handout”
- Writing instruments (pens or pencils)
- Writing paper

Lesson Duration: 1 period

Activity:

- Focus: **Compare developments (similarities and differences) in the U.S. and Imperial Mexico during the Civil War era.**
- Put students in groups of 5 or 6 and ask them to read the handout
- Ask each group to discuss and work together to identify significant similarities and differences between developments in the U.S. and Imperial Mexico during the Civil War era. Encourage students to go beyond the information in the handout by also considering their own knowledge of the topic.
- Ask a member from each group to share their findings with the rest of the class

Closing: Summarize the main group findings.

US & Mexico – Comparison – Reading – Handout

American Civil War

U.S. Continental Territorial Expansion

Since the time of the establishment of the thirteen British colonies along the northeastern coastline, settlers sought to expand westward. Independence from England encouraged Americans to settle as far west as the Mississippi River. In 1803, the Louisiana Purchase, which doubled the geographic size of the United States, allowed Americans to explore and settle even farther west. By the mid-1800s the American desire to expand westward on the North American continent became known as Manifest Destiny; the idea that the U.S. was meant to expand its territory from the Atlantic Ocean to the Pacific Ocean. Once articulated, the idea became much more influential in politics and more political leaders pushed for continued territorial gain. Consequently, even though some opposition to expansion existed, pro-expansionist policies dominated American policy in the mid-1800s. For example, after some debate in Texas and in the U.S., the state of Texas was joined to the Union in 1845. Three years later, the Treaty of Guadalupe Hidalgo (1848), which formally ended the Mexican American War, ceded about one-third of Mexico's northern territory to the U.S. Since this newly gained territory, which fulfilled Manifest Destiny by expanding American territory to the west coast, was mostly in the Southwestern part of the U.S., it served to increase the already existing tensions between slave holders and non-slave holders.

Secession Crisis (1861)

Republicans nominated Abraham Lincoln as their presidential candidate in 1860, and they ran the presidential campaign on the free-soil platform, which represented Northern interests. In fact, Lincoln was elected president without receiving any Southern electoral votes. Consequently, many Southerners did not recognize Lincoln as their president. Furthermore, Southerners were alarmed at the election results, because they were concerned that Republicans would pass anti-slavery laws that the South would be powerless to stop. Debates about secession ensued in Southern state legislatures, and most of the slave states voted to secede from the Union. Ultimately, the secession crisis brought about the Civil War.

Lincoln's Propaganda Campaign

Although many abolitionists were pleased with the expansion of the war aims to include abolition, many people in the North objected to the change. Consequently, Lincoln delivered speeches in an effort to gather support for his new war strategy. In the Gettysburg Address, for example, Lincoln defined the war as a struggle to fulfill the nation's founding ideals including freedom and equality. Lincoln stated, "...Our fathers brought forth on this continent a new nation conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war testing whether that nation or any nation so conceived and so dedicated can long endure."

Surrender at Appomattox and the End of the Civil War

On April 9, 1865, Confederate General Robert E. Lee surrendered to Union General U.S. Grant at Appomattox Courthouse, Virginia. Fighting continued for about a month after Lee's surrender, but the surrender at Appomattox signaled the impending end of the war. A few days later, Confederate troops in North Carolina surrendered to Union General William T. Sherman. Confederate President Jefferson Davis was captured in early May. The last land Civil War battle was fought near Brownsville, Texas just outside Palmito Ranch on May 12-13, 34 days after Lee's surrender. As early as 1864, Lincoln began formulating Reconstruction plans. In Lincoln's Second Inaugural Address, he formally announced his lenient and forgiving attitude about the way that the South's readmission

US & Mexico – Comparison – Reading – Handout

into the Union would be handled. However, his assassination on April 15, 1865 put an end to Lincoln's plans. Ironically, John Wilks Booth believed that he was benefitting the South by killing Lincoln, but in Lincoln's absence the South suffered through a harsh Reconstruction. The American Civil War and Reconstruction changed the United States in significant ways including establishing the supremacy of the power and rights of the Union over individual state power and rights. The Union was preserved, and the war established the political precedent that secession would not be allowed to stand. During the war, slavery was abolished in the rebelling states by the Emancipation Proclamation (1863). After the war, the Thirteenth Amendment (1865) abolished slavery in the entire nation.

Imperial Mexico

Mexico from 1846 to 1876

During this thirty-year period, the great struggle between Conservatives and Liberals dominated the life of the Mexican nation. That struggle resulted in multiple wars. Conservatives believed that leadership of government should be restricted to an educated few, and advocated limited suffrage, civil liberties, social services, a strong central government, and a state religion to guard the country's moral fiber. By contrast, Mexican Liberals advocated universal male suffrage, wide civil liberties, a weak and decentralized national government, and religious freedom. Following the loss of half of the nation's territory to the United States in 1848, Mexicans fought three civil wars. The first from 1853 to 1855 ended with the overthrow of the conservative government of General Antonio Lopez de Santa Anna by liberal forces under Juan Alvarez and Benito Juarez. The second conflict, known as the War of the Reform from 1857 to 1860, was a failed conservative effort to overthrow the Juarez government and the liberal Constitution of 1857. The third conflict, the War of the French Intervention from 1862 to 1867, saw French and Austrian forces invading México and joining with Mexican conservatives to reverse the outcome of the War of the Reform.

Mexico and the U.S. Civil War

While Union and Confederacy fought from 1861 to 1865, the supporters of Benito Juarez, known as Juaristas, fought the French and Austrian imperialists from 1862 to 1867. The Rio Grande Valley became important in these struggles for several reasons. The U.S. blockade of Confederate ports limited the South's ability to ship cotton and consequently limited the South's ability to import cannon, medical supplies, and other needed war materials. To circumvent the U.S. Navy, Confederates utilized the small Mexican port of Bagdad, a place the Union could not attack without risking a war with France. Bagdad soon emerged as the Confederacy's major remaining port. To end this trade, the Union landed forces at Brazos de Santiago, marched inland to Brownsville, and subsequently headed northwest along the north bank of the river. The Confederates responded by moving the crossing points westward and later drove Union forces back to Brazos de Santiago. The tax revenue generated by the trade at Bagdad provided substantial revenue for the Mexican government. Although the Liberal commander of that part of México, Juan Cortina, favored the Union, he could cooperate with both northern and southern forces as needed. When Matamoros briefly passed into the imperialists' hands, the French and the

US & Mexico – Comparison – Reading – Handout

Confederates cooperated as well. Although numerous hostile actions occurred on both sides of the river, no international war ever erupted between either of the American or Mexican sides

The Franco-Austrian Invasion

Mexican conservatives would not accept their defeat in the War of the Reform in 1857. They remained convinced that México should best be governed by an authoritarian monarch and sought a European aristocrat for that role. They settled on Emperor Napoleon II of France (irreverently known as Napoleon le Petite), who tried to expand France's overseas possessions and influence. Motivated by power and profit, Napoleon II had cultural reasons as well, viewing France as the natural leader of the Latin nations which he considered superior to English-speaking nations. Napoleon II waited until the outbreak of the U.S. Civil War, when Lincoln's government was preoccupied with the Confederacy, to make his move. In 1862, France landed an army at Veracruz and began a march towards Mexico City. On May 5, 1862, his forces were defeated by the Mexican Army at the famous Battle of Puebla. This victory is now celebrated as the Cinco de Mayo. The French, chastised by their defeat, increased the size of their forces and succeeded in capturing Mexico City a year later. There, they presided over the installation of Maximilian, Archduke of Austria, as emperor of México. Benito Juárez' government fled north to the city that now bears his name, Ciudad Juárez. French forces pursued Juárez and his supporters into the north of the country, and in 1864, that pursuit brought them to the Rio Grande Valley.

Benito Juárez

For many Mexican citizens, Benito Juárez remains the most highly regarded of presidents and to this day is the only Mexican president honored with the title of Benémerito de las Americas (Hero of the Americas). Born 1806 to Zapotec Indians, he received a basic seminary education and later graduated with a law degree from the Oaxacan Institute of Sciences and Arts. Juárez became known as an educator, lawyer, and member of the Oaxacan state legislature. After being elected to the national Chamber of Deputies, he emerged as a prominent Liberal leader, helping to draft the Constitution of 1857 that extended rights to Mexican people. One provision of that charter, known as the Ley Juárez, abolished the legal privileges of the Church and the military. When Conservatives initiated a civil war aimed at annulling this constitution, Juárez led the Liberal forces to victory in the ensuing War of the Reform (1857-1860). When the subsequent French invasion reached Mexico City, he refused to surrender and instead retreated to the north of México. Juárez and Abraham Lincoln shared much in common, sympathizing with each other's cause during the civil wars faced by their respective nations. After the defeat of the French and the execution of Maximilian, Juárez resumed his duties as president in 1867. He was reelected to that post and served until his death in 1872.

Key Events – Causation – Lesson Plan

Subject: AP US History

Grade Level: 11th

Rationale: In order for students to develop the full range of historical thinking skills and understandings needed for the AP U.S. History course, teachers should provide time in their instruction for classroom discussion and collaborative learning activities (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 110).

Objective: One of the most common ways in which historians relate pieces of information to each other involves analyzing cause and effect (causation) relationships (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 101). In this activity, the student will identify cause and effect relationships.

Materials:

- Computers, tablets, or other devices with internet access
- Copies of the “Key Events – Causation – Graphic Organizer – Handout”
- Writing instruments (pens or pencils)

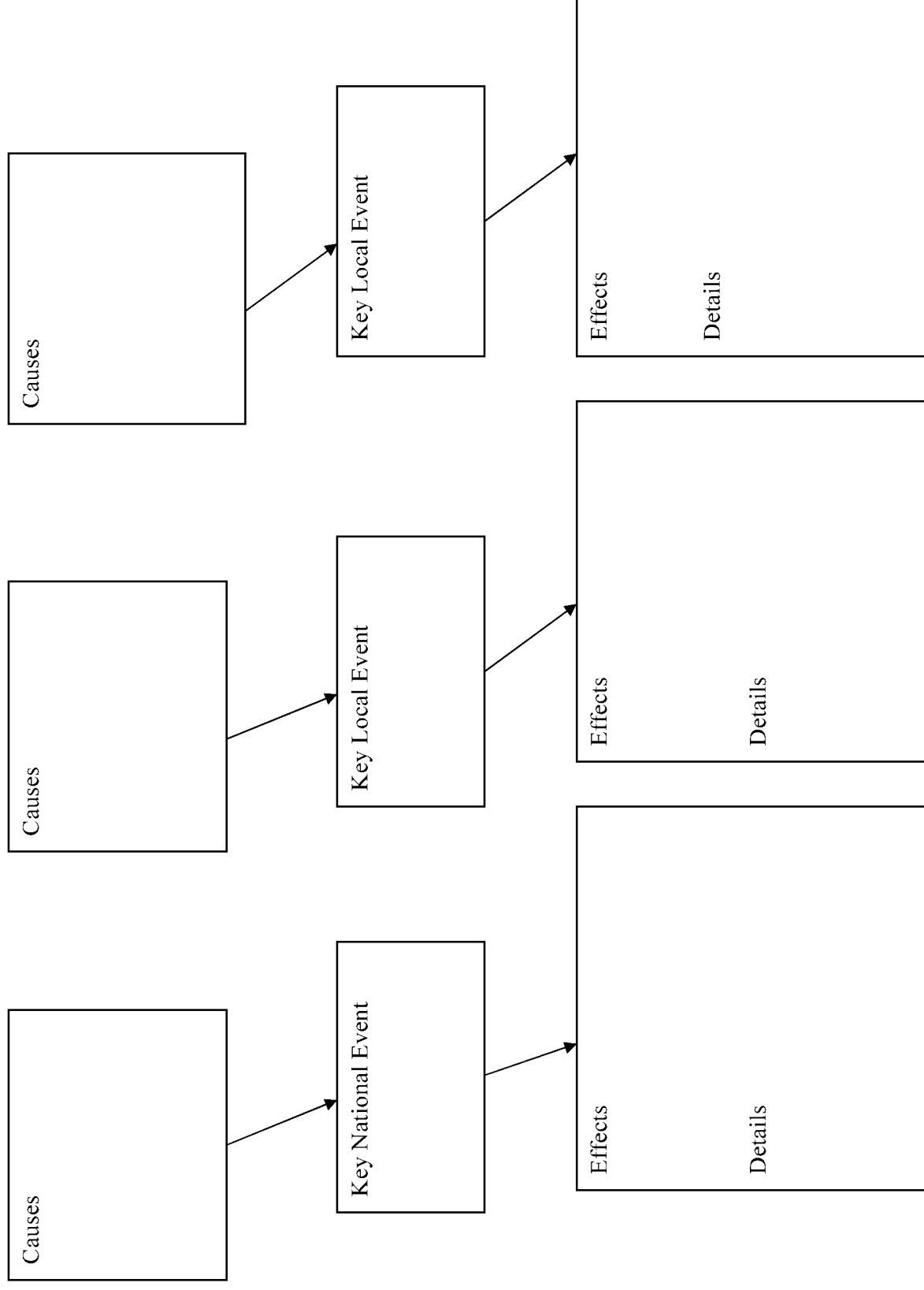
Lesson Duration: 2 periods

Activity:

- Students will conduct internet research on the Rio Grande Valley Civil War Trail (<http://www.utrgv.edu/civilwar-trail/>) and other Civil War era websites
- Civil War era research topic: **Identify the causes and effects of one key national event and two key local events.**
- Procedure:
 - 1 Period
 - Ask students to conduct internet research individually
 - Ask students to use the graphic organizer handout to guide their individual research
 - 1 Period
 - Put students in groups of 5 or 6
 - Ask group members to share their completed graphic organizer with the rest of their group members
 - Ask each group to discuss and work together to agree and identify a group list of the three key (most significant) events
 - Ask a member from each group to share their findings with the rest of the class

Closing: Ask a member from each group to explain why they made the choices they did.

Key Events – Causation – Graphic Organizer – Handout



DBQ – Lesson Plan

Subject: AP US History

Grade Level: 11th

Rationale: Formative assessment strategies are an important instructional strategy in teach the AP U.S. History course because they give teachers and students information about learning in order to enhance it (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 111).

Objective: The document-based question measures students' ability to analyze and synthesize historical data and to assess verbal, quantitative, or visual materials as historical evidence (College Board, *AP United States History, Including the Curriculum Framework*, 2015, p. 114).

Related Thematic Learning Objectives (Focus of Exam Questions): NAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

Materials:

- Copies of “DBQ – Reading – Handout”
- Writing paper and instruments (pens or pencils)

Lesson Duration: 1 period

Activity:

- Pass out the handouts and ask students to read and follow the instructions
- The following are strategies for success that the teacher may use. Ask students to:
 1. Carefully analyze the assignment so that they understand what to do.
 2. Carefully read (and examine) each document and label each of them in a way that helps them remember what each document is about (including point of view, purpose, intended audience, and historical context).
 3. Make a chart for the entire document collection with the following columns: Document #, social, political, and economic. Then list all of the document #s under the Document # column. Finally, place a checkmark under the social, political, and economic columns for every document on the document row that matches that description. This will help students identify the nature of the documents.
 4. Next to each document #, write down as much outside information as you can. Include other national, state, or local corresponding history.
 5. Carefully determine and write the thesis sentence. This is extremely important, because the thesis tells the reader exactly what the essay is about.
 6. Write the rest of the essay. Remember that the thesis sentence is like a road map that the rest of the essay must follow. In fact, the purpose of the rest of the essay is to support the thesis sentence.

Closing: Grade the essays and provide each student with feedback.

DBQ – Reading – Handout

Document –Based Question

Directions: The question is based on the accompanying documents. The documents have been edited for the purpose of this exercise. You are advised to spend 15 minutes planning and 40 minutes writing your answer. The question requires you to construct a coherent essay that integrates your interpretation of the documents and your knowledge of the period referred to in the question. High scores will be earned only by essays that both cite key pieces of evidence from the documents and draw on outside knowledge of the period.

In your response, you should do the following:

- State a relevant thesis that directly addresses all parts of the question.
- Support the thesis or a relevant argument with evidence from all, or all but one, of the documents
- Support the thesis or a relevant argument by accounting for historical complexity, relating diverse historical evidence in a cohesive way.
- Focus your analysis of each document on at least one of the following: author’s point of view, author’s purpose, audience, and/or historical context.
- Support your argument with analysis of historical examples outside the documents.
- Connect historical phenomena relevant to your argument to broader events or processes.
- Synthesize the elements above into a persuasive essay.

Question: Compare opposing and analogous views on liberty, Union, and secession before and during the American Civil War.

DBQ – Reading – Handout

Document 1

Source: Declaration of Independence (1776)

When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just power from the consent of the governed, that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes....

Document 2

Source: U.S. Constitution (1787)

We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

Document 3

Source: American Presidential Election Results (1860), *Congressional Quarterly's Guide to U.S. Elections*, 4th edition, 2001.

<u>presidential candidate</u>	<u>political party</u>	<u>electoral votes</u>	<u>popular votes</u>
Abraham Lincoln	Republican	180	1,866,452
John C. Breckenridge	Southern Democrat	72	847,953
Stephen A. Douglas	Democratic	12	1,380,202
John Bell	Constitutional Union	39	590,901

Reproducible

DBQ – Reading – Handout

Document 4

Source: Jefferson Davis' Inaugural Address (1861)

... Our present condition...illustrates the American idea that governments rest upon the consent of the governed, and that it is the right of the people to alter or abolish governments whenever they become destructive of the ends for which they were established.

The declared purpose of the compact of Union from which we have withdrawn was “to establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessing of liberty to ourselves and our posterity;” and when, in the judgment of the sovereign States now composing this Confederacy, it had...ceased to answer the ends for which it was established, a peaceful appeal to the ballot-box declared that...the government created by that compact should cease to exist.

(By doing) this they merely asserted a right which the Declaration of Independence of 1776 had defined to be inalienable....

As a necessity, not a choice, we have resorted to the remedy of separation....

Document 5

Source: Abraham Lincoln's First Inaugural Address (1861)

... Apprehension seems to exist among the people of the Southern States, that by the accession of a Republican Administration, their property, and their peace, and personal security, are to be endangered. There has never been any reasonable cause for such apprehension...

... I hold that in contemplation of universal law and of the Constitution the Union of these States is perpetual.... It is safe to assert that no government proper ever had a provision in its organic law for its own termination.... The Union will endure forever, it being impossible to destroy it....

... No State, upon its own mere motion, can lawfully get out of the Union,--that resolves and ordinances of that effect are legally void, and that acts of violence, within any State or States, against authority of the United States, are insurrectionary....

... You have no oath registered in Heaven to destroy the government, while I shall have the most solemn one to “preserve, protect, and defend it.”

DBQ – Reading – Handout

Document 6

Source: *London Times* (1861)

Beaten, as far as it appears at present, in the contest, the Democratic Party [has]...hackneyed threat of breaking up the Union... We confess that our notions of fair-play are much offended by such a threat. Those who enter into an election with the mental reservation that they will not submit to the result unless it be favorable to themselves, are guilty of the same kind of unfairness as those who play at cards with the intention of receiving if they win and refusing to pay if they lose.

Document 7

Source: The Rio Grande Valley Civil War Trail website (<http://www.utrgv.edu/civilwar-trail/civil-war-trail/hidalgo-county/jackson-ranch/index.htm>)

Jackson Ranch

Along the Rio Grande in Hidalgo County lay the Jackson Ranch and Eli Jackson Cemetery, once owned by Nathaniel Jackson, a loyal Unionist during the Civil War. In the 1850's, Jackson left Alabama with his African-American wife Matilda Hicks, his son Eli, and other adult children. They hoped to escape the intolerance of inter-racial marriage they had known in the South. Accompanying the Jacksons were eleven African-American freedmen. In 1857, Jackson founded his ranch on a former Spanish grant. His property is said to have become a refuge for runaway slaves from Texas and the Deep South. Today, many people know about the Underground Railroad that shepherded enslaved people to freedom in the northern states and Canada, but few know about the route to freedom in Mexico. The Jackson Ranch lay near the Military Highway between Fort Ringgold and Fort Brown, and would have been visited by Confederate and Union troops as they fought for control of the Lower Valley in 1863 and 1864. Jackson died in 1865, the same year that his son Eli established the family cemetery where members of the clan now rest. Nathaniel Jackson's grave is unmarked.

Document 8

Source: Gettysburg Address (1863) by Abraham Lincoln

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and dedicated, can long endure....

... We here highly resolve that...this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

Reproducible

Enrichment Activities¹

E1. Banknotes

E2. Music

E3. Hardtack

E4. Tent

E5. Short Play

¹ These five enrichment activities may be easily adapted to any K-12 grade level. Enrichment activities meet different learning styles and promote an appreciation of history.

E1

Banknotes

Activity:

Set up a Civil War store and spend paper money.

Statistics:

By the last year of the Civil War, a small fish sold for about \$20. Chickens sold for \$10 each. A Union private was paid \$13 a month while a Confederate private got \$11 a month. Due to inflation, a Confederate dollar was worth about one penny.

Materials:

1. Banknotes (from the Civil War Trunk)
2. Pictures of food (printed from the Internet or cut from magazines)

Directions:

1. Set up a Civil War store with the pictures of food items.
2. Price the items in the store.
3. Assign class members as bankers, shop keepers, Union soldiers, and Confederate soldiers.
4. Ask bankers to pay each soldier his/her wages.
5. Ask the soldiers to go shopping with the earned pay.
6. After the activity is completed, return all food items to the store and all the money to the bankers. Then, assign different roles to class members and repeat the activity.

Closer:

Lead a class discussion about the role that inflation played during the Civil War.

E2

Music

Activity:

Sing, play, or listen to Civil War music.

Historical background:

Music was part of camp life. During the Civil War, both sides rallied around music that each side identified with their cause. Some soldiers brought instruments to camp from home. Some of the instruments included fiddles, harmonicas, and banjos. Other soldiers made instruments from whatever materials they could find. Soldiers that did not have access to instruments often whistled and sang songs.

Popular Union Song List:

The Battle Hymn of the Republic, John Brown's Body, Rally Round the Flag, Tenting on the Old Campground, When Johnny Comes Marching Home

Popular Confederate Song List:

Dixie, Bonnie Blue Flag, Home Sweet Home, Pop Goes the Weasel, Shoo Fly Shoo

Materials:

1. Musical instruments (optional)
2. CDs, digital music, or streaming music from the popular song lists above
3. Copies of song sheet

Directions:

1. Make copies of the song sheet
2. Play, sing, or listen to songs from the popular song lists

Closer:

Lead a class discussion about the role that music had during the Civil War and make comparisons with the role that music has today.

Song Sheet



Sample Union Song

The Battle Hymn of the Republic

Mine eyes have seen the glory of the coming of the Lord,
He is trampling out the vintage where the grapes of wrath are stored;
He has loosed the fateful lightning of His terrible swift sword,
His truth is marching on!

Sample Confederate Song

Dixie

I wish I was in the land of cotton, old times there are not forgotten,
Look away, look away, look away Dixie land.
In Dixie land where I was born in early on one frosty mornin',
Look away, look away, look away Dixie land.
Then I wish I was in Dixie, hooray, hooray,
In Dixie land I'll take my stand to live and die in Dixie,
Away, away, away down south in Dixie.
Away, away, away down south in Dixie.

Reproducible



E3

Hardtack

Activity:

Simulate Civil War soldier rations.

Historical background:

Union soldiers often suffered from shortages of food. Various aid societies sent food to them, but most of it spoiled before it reached them. Sometimes peddlers who followed the troops from camp to camp sold them food. Confederate soldiers suffered from even worse shortages of food.

Hardtack (rock-hard flour-and-water- biscuits) was their main staple. Troops sometimes referred to them as “worm-castles,” because they were often infested with insects. Hardtack is an extremely hard and tasteless cracker. Dipping them in milk, water, or coffee makes them easier to chew.

Materials:

1. Oven
2. 2 cups of flour
3. Mixing bowl
4. ½ cup of water
5. Wooden spoon
6. Rolling pin
7. Knife
8. Skewer
9. Cookie sheet
10. Oven mitts

Baking Directions for 18 crackers (adult supervision is highly recommended):

1. Preheat oven to 350 degrees Fahrenheit
2. Place flour in the bowl
3. Add water and stir with wooden spoon until ingredients are well mixed
4. Knead with your hands for 30 seconds
5. Roll out the dough to ¼ inch thickness and cut into 3-inch squares
6. With the skewer, make 8 holes in each square
7. Place on a cookie sheet and bake for 20 to 25 minutes
8. Remove from oven using oven mitts and let cool

Closer:

Lead a class discussion about food hardships that Civil War soldiers faced.

E4

Tent

Activity:

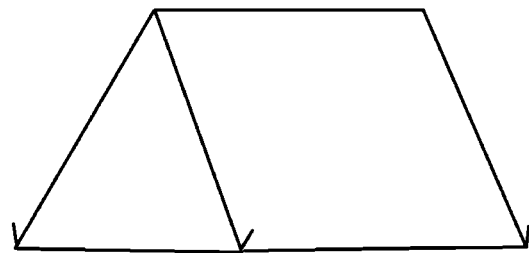
Set up a tent.

Historical background:

Tents provided shelter for soldiers during most of the year. Many different types of tents were used. Some were large enough to house hospitals. The small pup tent (shaped like an upside-down V) was most often used by soldiers. Its official title was “shelter-half.”

Materials:

1. Small sticks (or tent stakes)
2. Dowels (or broom handles or long branches)
3. Sheet (or other large pieces of material)
4. Rope (or heavy string)
5. Hammer
6. Camera



Directions:

1. Divide the class into 4 groups
2. Discuss the materials needed to construct a tent
3. Assign each group member a material to supply
4. Set up the tent on a grassy area on the playground
 - a. Place the dowels (broom handles or long branches) 4 feet apart
 - b. Use the hammer to drive them into the ground
 - c. Tie the rope to the top of each dowel
 - d. Place the sheet (or other large pieces of material) over the dowels and rope
 - e. Use the hammer to drive the small sticks (or tent stakes) into the ground at each corner of the tent (forming an upside-down V)
5. Take photos of students standing beside the tent wearing Civil War uniforms
6. Post photos on classroom wall or classroom bulletin board

Closer:

Lead a class discussion in which you ask students to rate the ease of setting up the tent. Ask them how comfortable they think sleeping in a tent like this would be and how much protection it might provide against bad weather.

E5

Short Play

Activity:

Perform a short play.

Materials:

1. Uniforms (from the Civil War Trunk)
2. Sets and props (optional)
3. Copies of the short play

Directions:

1. Pass out copies of the short play to the entire class.
2. Divide the class into two main groups: audience members and performers. You may reassign groups, repeat this step, and perform the play again so that more students get a chance to perform (on the same day or on a different day).
3. Assign roles to each performer
4. Ask performers to read through their lines beforehand to get acquainted with the character they are playing
5. At the teacher's discretion, performers may stand in front of the classroom or they may sit in their seats as they read their lines.
6. Perform the short play.

Closer:

Follow-up discussion questions are located at the end of the short play.

Confederate Col. Santos Benavides and the Battle of Laredo, Texas (1864)¹

By Rolando Avila

Characters (in order of appearance)

Narrator

Nurse

Col. Santos Benavides

Confederate Soldier

Union Soldier

¹ The short play is heavily based on primary source material.

ACT 1

Scene: March 19, 1864. Laredo, Texas. Confederate Col. Santos Benavides is speaking to his troops and making plans to defend against a Union attack.

Narrator: Colonel Santos Benavides was the highest-ranking *Tejano* to serve the Confederacy. In 1863, he was authorized to raise his own force that became known as Benavides' Regiment. By 1864, Benavides and the Confederate *Tejano* population he represented *were* the Confederacy on the Rio Grande. In March of 1864, Laredo, Texas was attacked by about 200 Union troops from the 2nd Texas Union Cavalry. Colonel Benavides had been very active during the war. For years, he had been in the field constantly without a tent or bed and often without blankets, without food, without water, and almost all the time riding through the country. His years of service under hard conditions had taken a toll on his health.

Nurse: Colonel Benavides was so sick from exhaustion that for days he had been unable to rise from bed.

Col. Santos Benavides: I have risen from my bed to meet the Union head on. A scout, the "Paul Revere of Laredo," has told me that Union troops are on their way here. I have sent a small cavalry force to the river road southeast of town to delay them, to give more Confederate troops enough time to get here and help us. My regiment let me remind you of the great value that the Rio Grande Valley cotton trade has for the Confederacy. The Union blockade of Southern ports has left only the international water way of the Rio Grande for us to sell our cotton and make money to run the war. Cotton from as far away as Arkansas is delivered here and stockpiled in St. Augustine Plaza. The Union wants to take or destroy the cotton before we can ship it. More Confederate troops may not arrive in time to help us, but as it is, we have to fight to the last. I am hardly able to stand, but I shall die fighting. I won't retreat, no matter what force the Yankees have—I know I can depend on my boys.

Confederate Soldier: Colonel, what are your orders for the troops still here in town?

Col. Santos Benavides: There are five thousand bales of cotton in the plaza, which belong to the Confederacy. If the day goes against us, burn it all. Be sure to do the work properly so that not a bale of it falls in the hands of the Yankees. Then you will set my new house on fire, so that nothing of mine shall pass to the enemy. Let their victory be a barren one.

Confederate Soldier: We have barricaded the streets with cotton bales, placed snipers on the buildings around the plaza, and now we are waiting for a possible attack.

Nurse: Colonel Benavides, you are still sick. Please stay in bed and appoint someone else to lead your regiment.

Col. Santos Benavides: No, our town is in grave danger. I must lead them. I have about 70 troops. I will lead 42 of them to stop the enemy before he reaches town, and I will leave the rest of the troops in town as a final defense.

ACT 2

Scene: March 19, 1864. Battle along Zacate Creek, at a large corral on the eastern outskirts of Laredo, Texas.

Narrator: Col. Benavides led about half of his troops outside of Laredo to stop the attackers before they could reach the town. The entire way, he was so sick that it was hard for him to stay on his horse. He found a large corral that he thought would be a good place for his men to position themselves. The corral provided his troops some cover and a clear field of fire on the advancing Union troops. Benavides had no way of knowing how many Union troops would attack, but he was determined to defend his hometown no matter what.

Union Solider: We heard reports from Union sympathizers in Nuevo Laredo, Mexico that Col. Benavides was in bad health and that he was protecting thousands of dollars worth of cotton in St. Austin Plaza. Based on these reports, our Union leaders decided that this would be the best time to attack. We are surprised to see Col. Benavides and some troops waiting to fight us here along Zacate Creek.

Narrator: Half a mile away from the corral, the Union troops dismounted their horses and formed groups of forty. One group charged and a three-hour battle began. After three hours of fighting, the Union troops retreated. Many Union troops were killed and wounded. But, Benavides' Regiment did not have a single casualty. The next day, some of Benavides' troops searched for the Union troops, but all they found were a few bloody trails in the sand, some blood-soaked rags, and five horses branded "U.S."

Col. Santos Benavides: In spite of them having many more troops than us, we were able to stop them from taking our town!

Narrator: Three days after the Battle for Laredo, a report reached Benavides that said that another attack was coming. Although Benavides was sick and tired, he got on his horse and galloped out in front of his men ready to fight. However, even though he was willing to fight, his body was not able to do it. He was so weak that he fell from his horse and hit his head. After the accident, Benavides found out that the report was wrong. There was no danger of another attack.

Nurse: Colonel Benavides, you are exhausted and unwell. You are confined to your room. You are not to get out of bed, because you may die if you do. You must get better, because so much depends on you with regard to the Rio Grande Valley and Texas.

Narrator: Laredo was safe and Benavides rested until he got better. The Texas legislature passed a joint resolution that year that said: "Be it resolved by the legislature of the State of Texas...that the thanks of the people are due and hereby tendered to Colonel Santos Benavides and the officers and men under his command for the steadfast opposition to the enemy in the field and the zeal they have shown in the service of their country...."

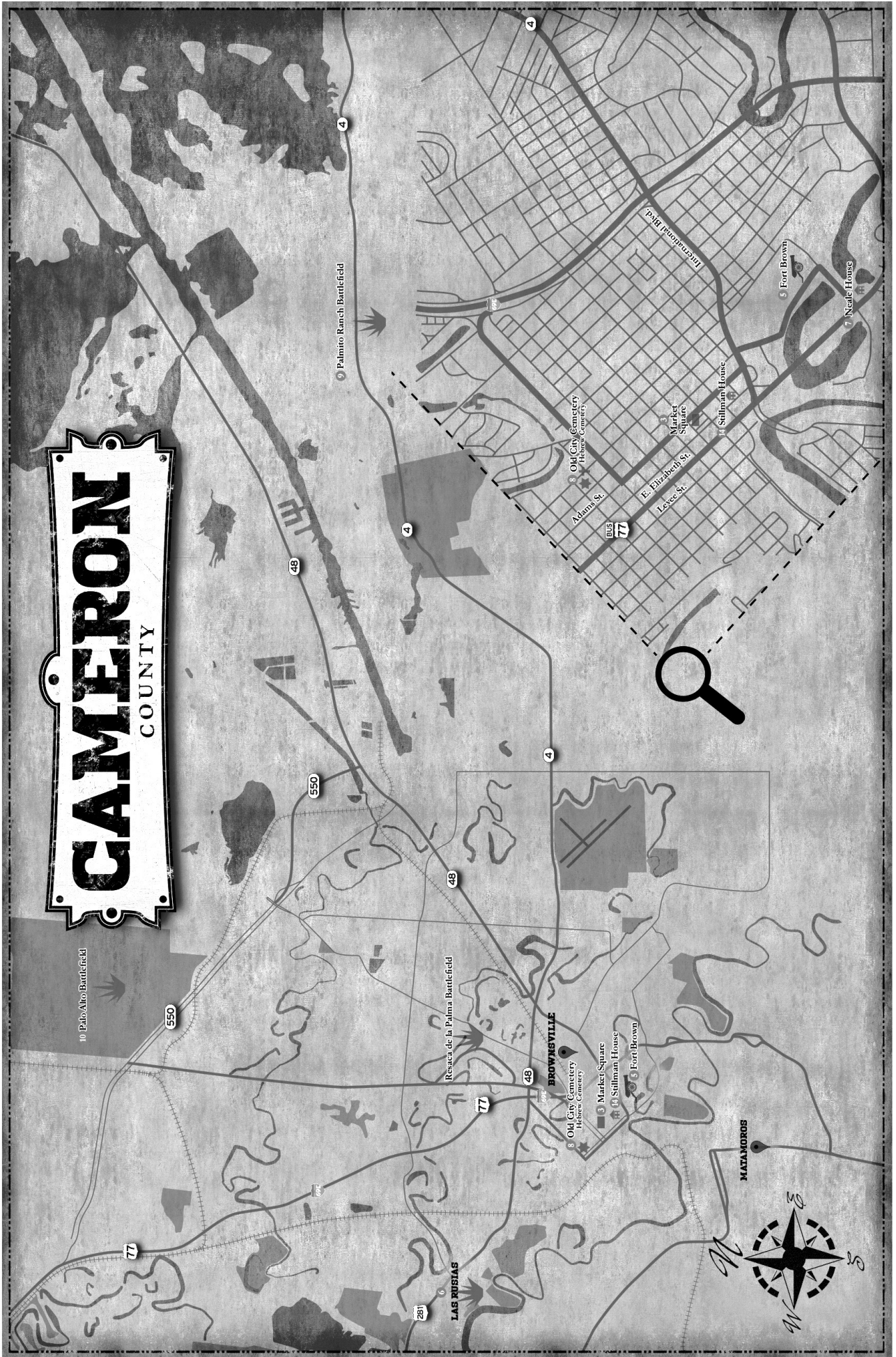
THE END

Follow-Up Discussion Activity for the Short Play

Lead a class discussion by posing and exploring the following questions with the class:

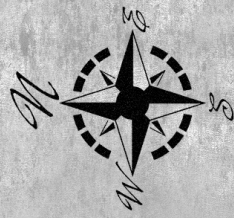
1. List and explain three things that you learned about Rio Grande Valley history from reading the play.
2. Do you have any questions about the events or people described in the play?
3. What did you learn about the importance of cotton and the Rio Grande to the Confederacy during the American Civil War?
4. Do you think that Col. Benavides was brave? Why or why not?
5. Why is Col. Benavides important as a historical figure?

CAMERON COUNTY



HIDALGO

COUNTY



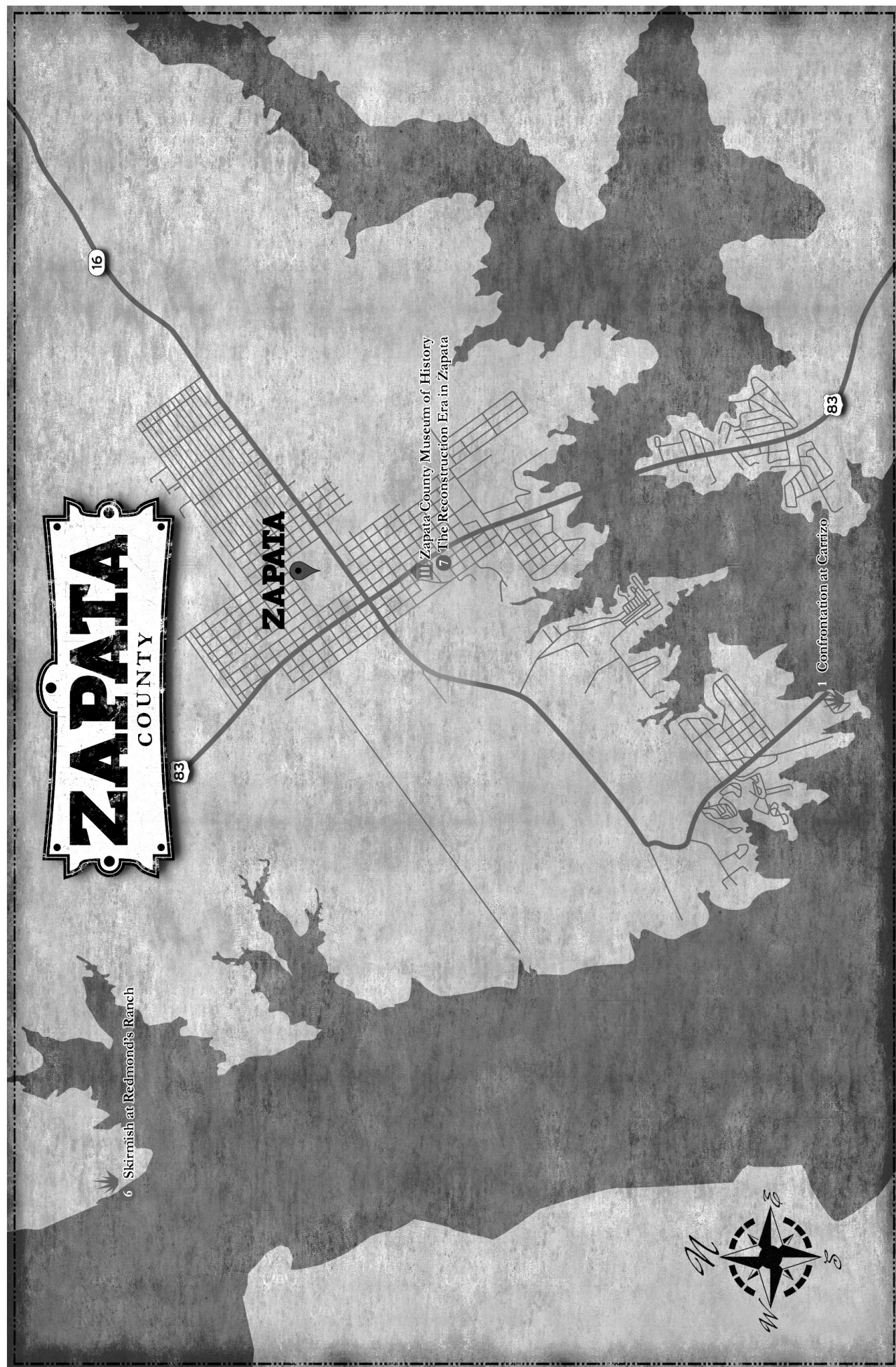
STARR COUNTY



WEBB COUNTY



ZAPATA COUNTY



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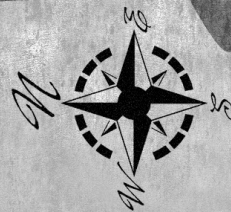
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ZAPATA

7 Zapata County Museum of History
The Reconstruction Era in Zapata

1 Confrontation at Carrizo

6 Skirmish at Redmond's Ranch



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