

Rio Grande Valley Civil War Trail:  
56 Lesson Plans

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Rolando Avila, Ed.D.

with Jose R. Perez, M.A. and Megan Birk, Ph.D.

Community Historical Archaeology Project with Schools Program  
The University of Texas Rio Grande Valley

2018

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## Dedication

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To my Teachers



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

## Acknowledgements

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## Foreword

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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 we describe the engaged university 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) Program would be one of UTRGV's deepest and strongest ones.

CHAPS Program endeavors are 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: 56 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, the CHAPS Program Team brings the Trail into 4<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 11<sup>th</sup> grade and college classrooms. This series of lesson plans will bring this rich history to life and show how the 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: 56 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, the home college for the CHAPS Program 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 the CHAPS Program's contributions become ever more apparent.

Walter Diaz, Ph.D.  
Dean, College of Liberal Arts  
University of Texas Rio Grande Valley

## Preface

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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 under the leadership of the Community Historical Archaeology Project with Schools (CHAPS) Program at the University of Texas Rio Grande Valley the Trail identifies more than sixty sites ([www.utrgv.edu/civilwar-trail](http://www.utrgv.edu/civilwar-trail)) associated with this era. A consortium of local, county, State, and Federal representatives and organizations and nationally known scholars chose these sites. Largely forgotten they now reveal the important role that the Rio Grande played during the Civil War era.

For example, 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 later became Union and Confederate generals? Did you know that the “Underground Railroad” ran through Hidalgo County to Mexico? Did you know that local families served in the Union (e.g., Hinojosa, Loya, Perez, Zamora) and Confederate (e.g, Barrera, Benavides, Lopez, Vidaurri) armies? Did you know that the armies of President Juarez and Emperor Maximillian fought alongside Confederate and Union troops? Did you know that African American troops fought at the battle of Palmito Ranch and later served at Forts Brown, Ringgold and McIntosh until 1906?

Dr. Rolando Avila, and Mr. Jose Perez in this collection of fifty-six lesson plans, brings the era of the American Civil War in the Rio Grande Valley to life again for 4<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grade students. With these, they now have an opportunity to understand the significant role the region played in the larger conflict. They also join Dr. Megan Birk’s 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, the Texas Historical Commission, the Houston Endowment, the National Park Service, the Summerfield G. Roberts Foundation, and on behalf of the College of Liberal Arts and the CHAPS Program Team at the University of Texas Rio Grande Valley, 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](http://www.utrgv.edu/chaps)  
Houston Endowment Chair for Civic Engagement  
Professor of Anthropology & History  
Associate Dean, School of Interdisciplinary Programs & Community Engagement,  
College of Liberal Arts  
University of Texas Rio Grande Valley





## Introduction

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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>)

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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: 56 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 4<sup>th</sup> grade, 7<sup>th</sup> grade, 8<sup>th</sup> 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.

The first edition of this book featured 40 lesson plans. In this second edition of the book, Mr. Jose R. Perez has contributed sixteen of the 56 formal lesson plans. Perez’s lesson plans relate to posters (located in the Civil War Trail Trunk) on Civil War topics including flags, weapons, camp life, and uniforms. Aside from the formal lesson plans, this book also contains five enrichment activities that can be easily adapted to any K-12 grade level. Although the book’s primary focus is on K-12 education, Dr. Megan Birk (from the University of Texas Rio Grande Valley) has contributed a college-level lesson plan, which is ideal for use with high school AP students and college students.

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.  
Lecturer, History  
The University of Texas Rio Grande Valley

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## 4<sup>th</sup> Grade Lesson Plans

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### 01. Analyzing Artifact – Lesson Plan

**Subject:** Social Studies

**Grade Level:** 4<sup>th</sup>

**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:**

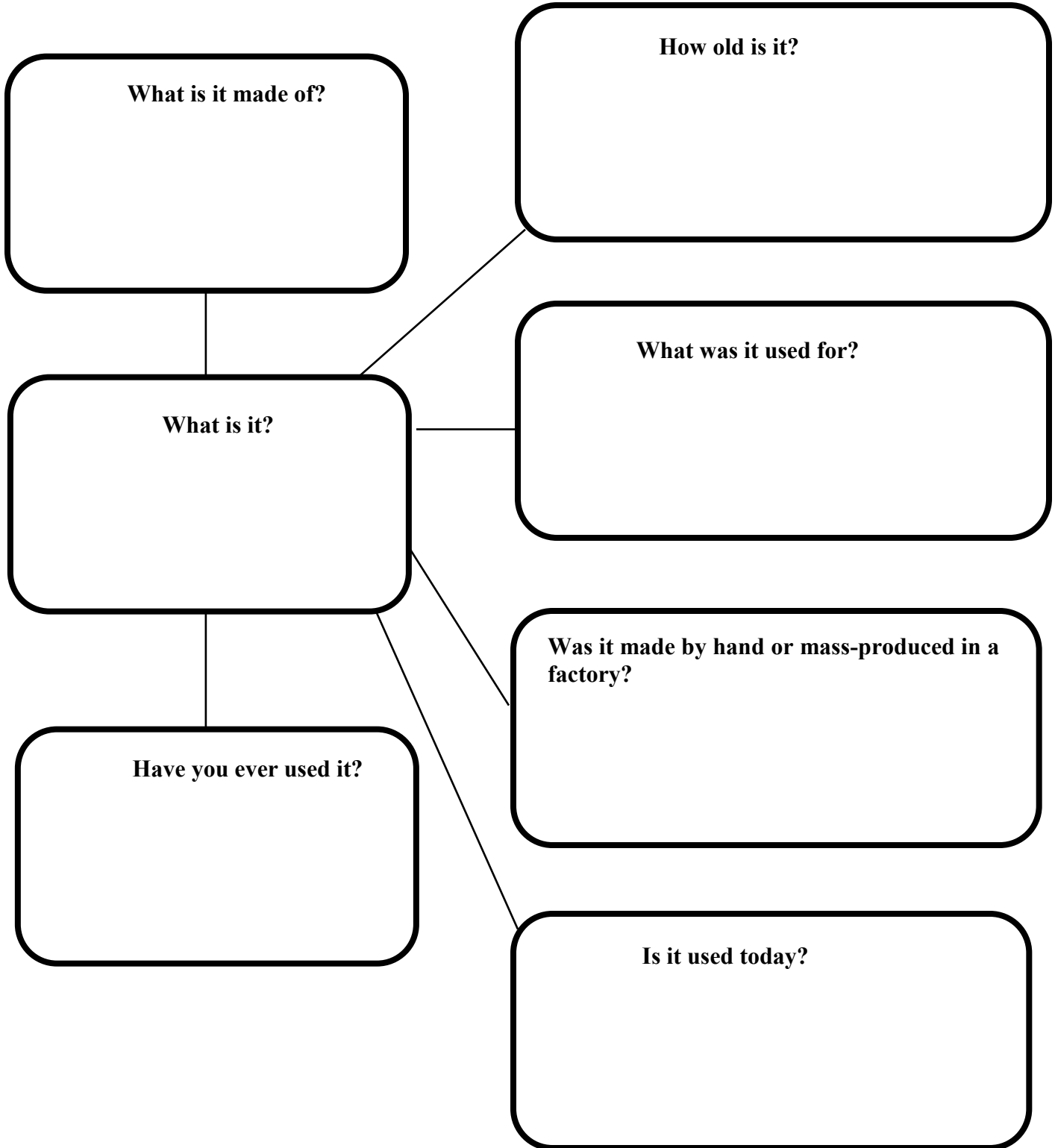
- Discuss what artifacts are. One definition of artifacts is: “**Material remains studied and used by archeologists and historians to support their interpretation of human history. Examples of artifacts include bones, pots, baskets, jewelry, furniture, tools, clothing, and buildings.**” (M. Menzin, C. 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.

---

# 01. Analyzing Artifacts – Graphic Organizer – Handout

Tell about your artifact by answering these questions.



**Subject:** Social Studies

**Grade Level:** 4<sup>th</sup>

**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.

---

## 02. 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**

**List three details about this place:**

- 1.
- 2.
- 3.

**Subject:** Social Studies

**Grade Level:** 4<sup>th</sup>

**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.

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## 03. 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.



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### 03. 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.**

**How would I describe this person?**

- 1.
- 2.
- 3.

**Quotation or any other important information:**

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**Biography – Image of Col. Santos Benavides – Handout**

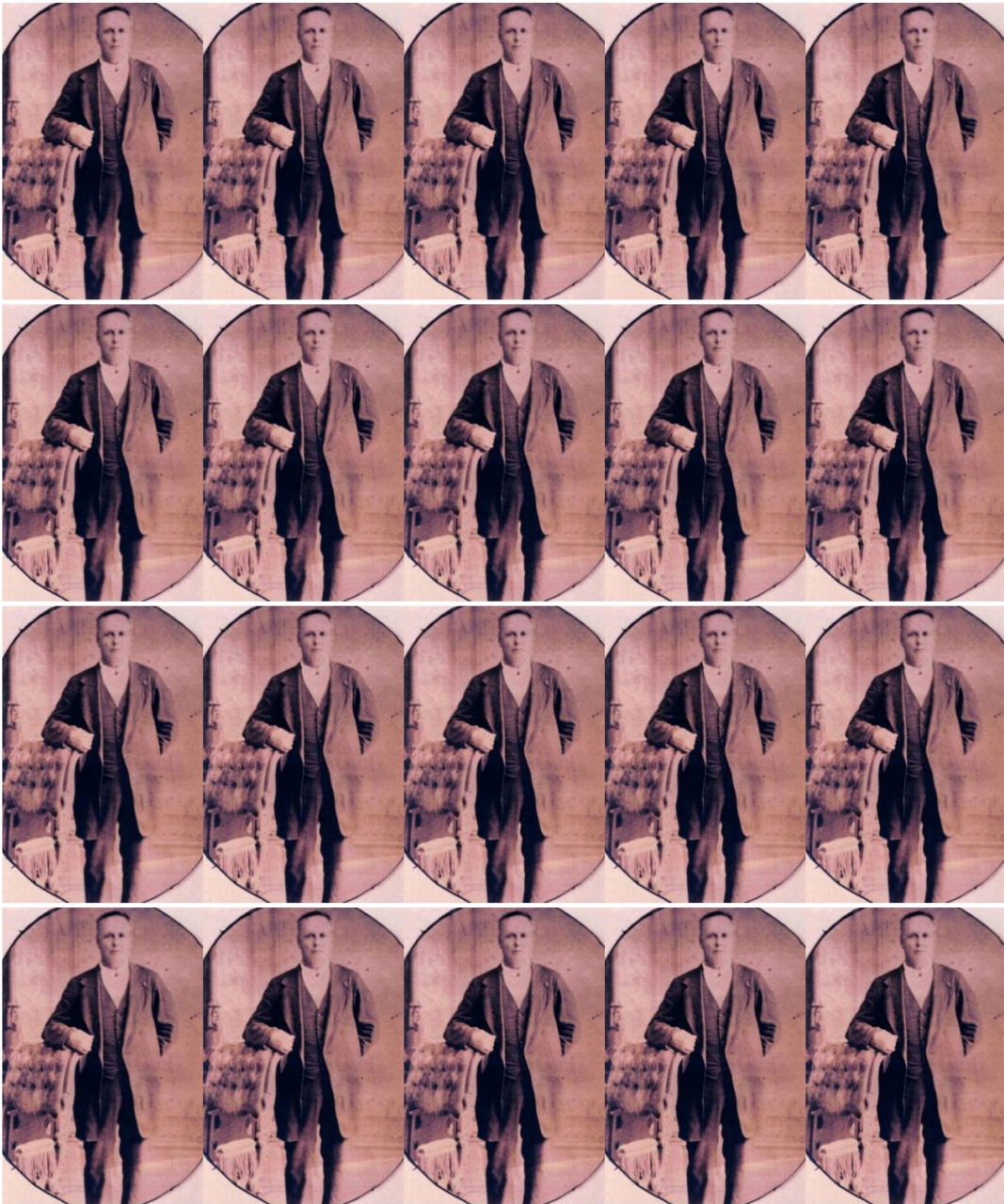


Image of Colonel Santos Benavides Courtesy of the Ursuline Collection at the Webb County Heritage Foundation

*Reproducible*

**Subject:** Social Studies

**Grade Level:** 4<sup>th</sup>

**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.

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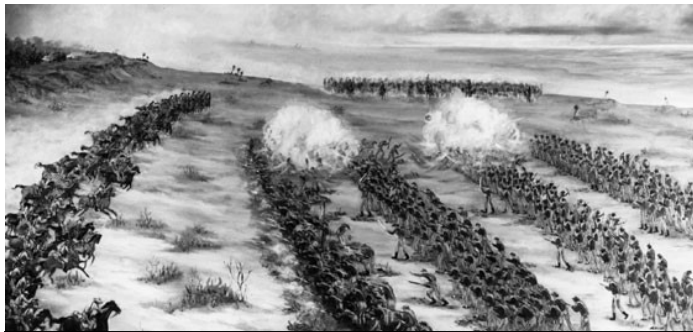
## 04. Events – Reading – Handout

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 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



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

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.

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## 05. Reading a Map & Making Generalizations – Lesson Plan

**Subject:** Social Studies

**Grade Level:** 4<sup>th</sup>

**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.

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## 05. 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...**

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**Supporting details:**

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**Finish this generalization:**

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

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**Supporting details:**

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**Subject:** Social Studies

**Grade Level:** 4<sup>th</sup>

**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.

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## 06. 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?

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2. What city is shown in the inset map?

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

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

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

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## 07. Identifying Main Idea & Supporting Details – Lesson Plan

**Subject:** Social Studies

**Grade Level:** 4<sup>th</sup>

**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.

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## 07. La Sal del Rey Salt Lake – Handout

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.

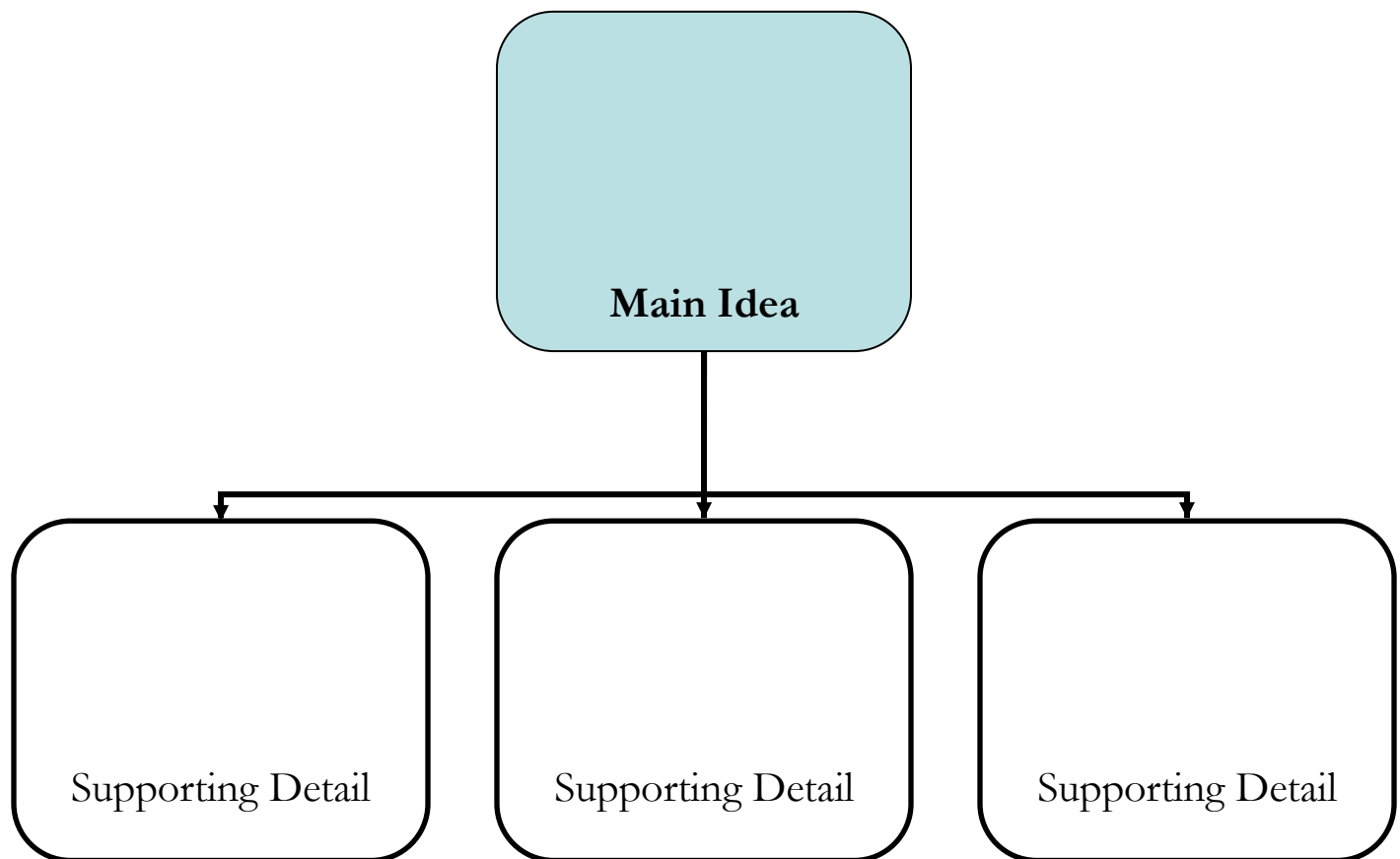
Wagon loads of salt went south to **Brownsville** for shipment from **Matamoros** and **Bagdad**. Empty cotton wagons returning from Brownsville often stopped here to load salt for destinations in central and east Texas. In **1863**, Union forces destroyed the salt works. The following year, when Confederates 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.

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## 07. 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:



**Subject:** Social Studies

**Grade Level:** 4<sup>th</sup>

**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.

---

## 08. Bagdad – Reading – Handout

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.

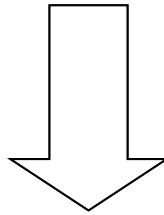
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## 08. Cause and Effect – Handout

**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:

<b>Cause</b>
--------------



<b>Effect</b>
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**Subject:** Social Studies

**Grade Level:** 4<sup>th</sup>

**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.

---

## 09. U.S. Colored Troops – Reading - Handout

Early in **1863**, **Abraham Lincoln** observed: “The colored population is the great available yet un-availed 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**.

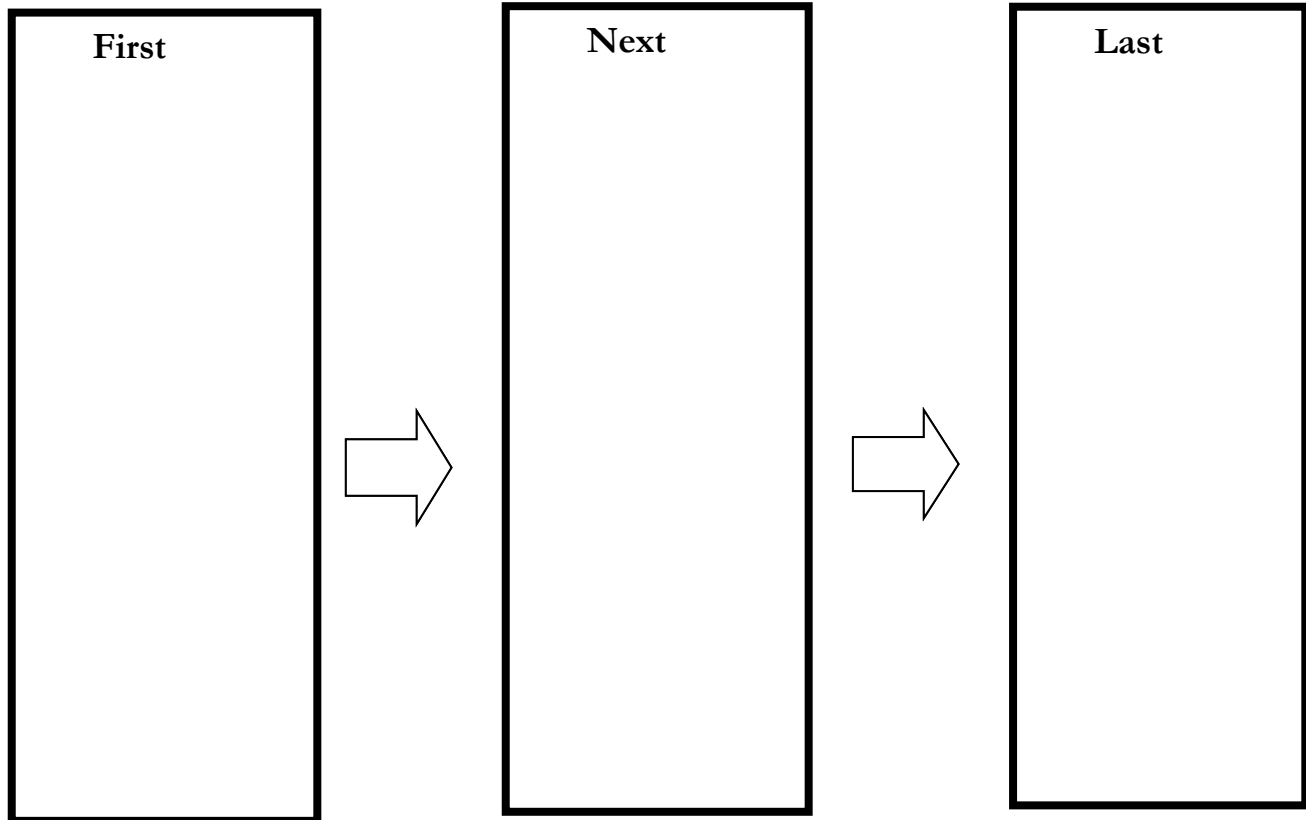


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## 09. Sequencing – Graphic Organizer – Handout

**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:



**Subject:** Social Studies

**Grade Level:** 4<sup>th</sup>

**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 19<sup>th</sup> 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.

---

## 10. 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).

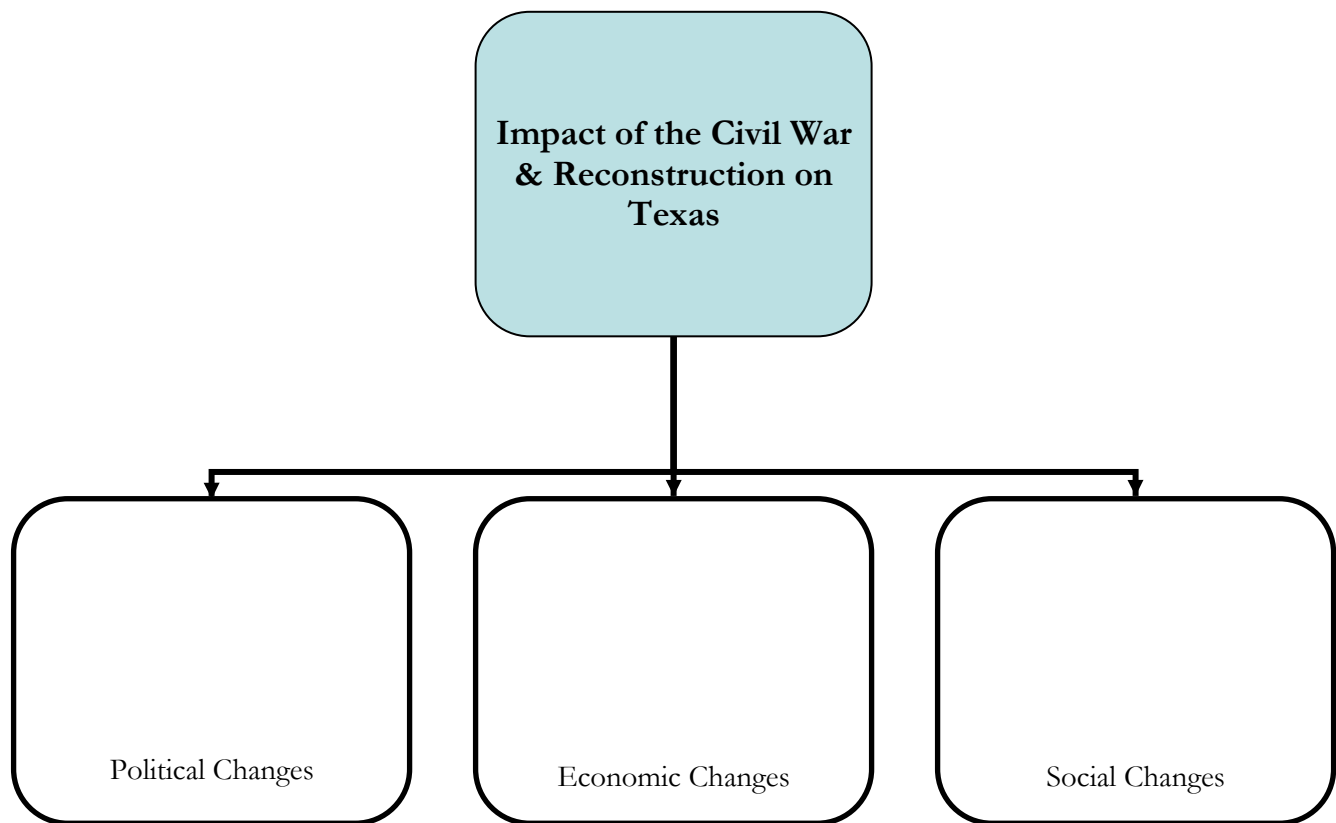
The **Fourteenth Amendment** (1868) was another important political change. It declared that all native-born or naturalized persons were citizens. The Fourteenth Amendment said that all former slaves had the right to be protected and treated equally under the law. Unfortunately, many people in the South 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.

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## 10. Categorizing & Summarizing – Graphic Organizer – Handout

As you read, complete the three boxes dealing with political, economic, and social changes to show the impact of the Civil War and Reconstruction on Texas.



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## 11. Poster Exercise: Camp Life – Lesson Plan

**Subject:** Social Studies

**Grade Level:** 4<sup>th</sup>

**Objectives:** 113.15 Social Studies, Grade 4. (b) Knowledge and skills. 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: (b21A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas; (b21B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. (b22) Social studies skills. The student communicates in written, oral, and visual 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:

- Index cards for Do Now and Exit Ticket
- Camp Life Poster
- Analyzing Artifacts Handout
- Writing Instruments

**Lesson Duration:** 1 class period

### Activity

- Discuss what artifacts are. One definition of artifacts is: “Material remains studied and used by archaeologists and historians to support their interpretation of human history. Examples of artifacts include bones, pots, baskets, jewelry, furniture, tools, clothing, and buildings.”
- Create groups of 3
- Provide each group with a copy of the Civil War Camp Life Poster and the “Analyzing Artifacts—Graphic Organizer Handout”
- Have one student read the blue text boxes, another the orange, and the third group member the green text boxes.
- After students finish reading, they will select three items they found most interesting and will answer the questions on the handout about the items they selected.
- Encourage students to share ideas with their group.
- After about 20 to 30 minutes of group analysis, ask one student from each group to orally report on their group’s analysis.
- Read the “Voices of the Civil War” quotes to the class and have students answer the *Primary Source Analysis Questions*.

### Closing

Have them answer the following questions as an exit ticket:

1. What was camp life like for a Civil War soldier?
2. Explain two hardships a Civil War soldier endured during the war.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

### Analyzing Artifacts Handout—4<sup>th</sup> Grade

**Poster Discussion Questions:** Select a color text box from the poster to read. Take turns reading the text boxes on the poster. After your group finishes reading, select three items you found interesting and answer the questions below.

Item 1	What is it?	What do you think it's made of?	What was it used for?	How old do you think the item in the picture is?	Was it made by hand or mass produced in a factory?
	What is it?	What do you think it's made of?	What was it used for?	How old do you think the item in the picture is?	Was it made by hand or mass produced in a factory?
	What is it?	What do you think it's made of?	What was it used for?	How old do you think the item in the picture is?	Was it made by hand or mass produced in a factory?
	What is it?	What do you think it's made of?	What was it used for?	How old do you think the item in the picture is?	Was it made by hand or mass produced in a factory?
	What is it?	What do you think it's made of?	What was it used for?	How old do you think the item in the picture is?	Was it made by hand or mass produced in a factory?

If you were a Civil War soldier or nurse, what item from the poster would be most important to you? Explain: \_\_\_\_\_

**Primary Source Analysis:** After you finish reading the *Voices of the Civil War Section*, answer the following questions with your group.

1. Create two questions you would ask the soldiers that wrote those passages.

Question 1: \_\_\_\_\_ Question 2: \_\_\_\_\_

2. What do you wonder about what the soldiers are going through in the war? \_\_\_\_\_
3. Social Media Connection: A tweet is a short phrase or sentence that expresses a complicated idea. It is no longer than one sentence. In the space below, write a tweet that summarizes what you see and interpret on the Camp Life Poster \_\_\_\_\_

**Subject:** Social Studies

**Grade Level:** 4<sup>th</sup>

**Objectives:** 113.15. Social Studies, Grade 4, (b) Knowledge and Skills. (b4) History. The student understands the political, economic, and social changes in 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 valid sources, including electronic technology. The student is expected to: (b21B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. (b22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (b22A) use social studies terminology correctly;

**Materials:**

- Flags of the Civil War Poster
- Post-Its
- Copies of **Flags of the Civil War – Graphic Organizer – Handout**

**Lesson Duration:** 1 class period

**Activity:**

- Discuss Lesson Opener with students stressing the Rio Grande Valley’s significant role in providing the Confederacy with much needed funds to fund the war through the smuggling of cotton to Mexico. A military presence in South Texas was needed to secure shipments of cotton.
- Post the Regimental Flags poster on the whiteboard or display the file on projector.
- Lead a guided reading activity.
- Distribute **Flags of the Civil War – Graphic Organizer – Handout**
- Ask students to select three of their favorite flags and fill out the graphic organizer.

**Closing:** Have students complete the following exit ticket:

1. List two details that you learned today.

---

## Flags of the Civil War—4<sup>th</sup> Grade Lesson—Graphic Organizer

**Instructions:** Pick three of your favorite flags from the poster and answer the questions on the graphic organizer about each of them.

Flag: \_\_\_\_\_

What are the major colors on the flag?

List three details that you see on the flag.

- 1.
- 2.
- 3.

Summarize the flag's story.

**Social Media Connection:** A tweet is a short phrase or sentence that expresses a complicated idea. In the space below, write a tweet that summarizes what you see and interpret on the Flags of the Civil War Poster.

Flag: \_\_\_\_\_

What are the major colors on the flag?

List three details that you see on the flag.

- 1.
- 2.
- 3.

Summarize the flag's story.

**Social Media Connection:** A tweet is a short phrase or sentence that expresses a complicated idea. In the space below, write a tweet that summarizes what you see and interpret on the Flags of the Civil War Poster.

Flag: \_\_\_\_\_

What are the major colors on the flag?

List three details that you see on the flag.

- 1.
- 2.
- 3.

Summarize the flag's story.

**Social Media Connection:** A tweet is a short phrase or sentence that expresses a complicated idea. In the space below, write a tweet that summarizes what you see and interpret on the Flags of the Civil War Poster.



**Subject:** Social Studies

**Grade Level:** 4<sup>th</sup>

**Objectives:** 113.15. Social Studies, Grade 4, (b) Knowledge and Skills. (b17) 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: (b17C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting;

**Materials**

- Uniforms of the Civil War Poster
- Uniforms of the Civil War – Comparing Soldier Uniforms – Handout
- Writing instruments

**Lesson Duration**

1 class period

**Activity**

- Lead a guided reading activity and ask students to compare and contrast the Confederate and Union Soldier uniform.
- Ask students to fill out the graphic organizer.

**Closing**

Correct inaccuracies and explain to the students how Union troops were better equipped than Confederate due to the North's greater manufacturing capabilities. Have them answer the following questions as an exit ticket:

1. If a soldier was wearing a red hat with crossed cannons, what kind of regiment would he be in? Artillery, Infantry, or Cavalry?
2. What is the use of a cartridge box?

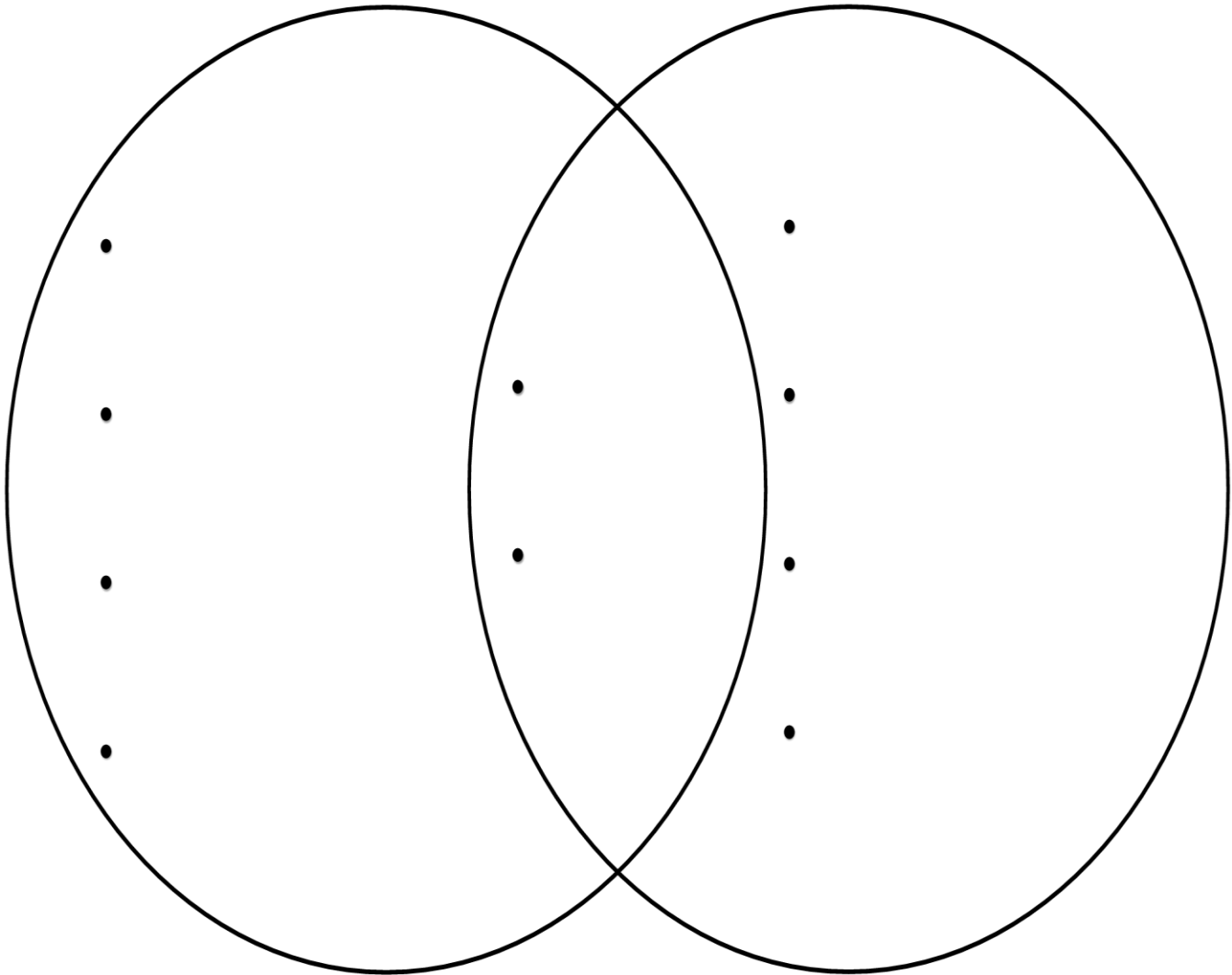
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## Uniforms of the Civil War—4<sup>th</sup> Grade Lesson—Comparing Soldier Uniforms

**Instructions:** After reading the information on the poster, write down four characteristics of the Union uniform, four of the Confederate uniform, and two similarities.

Union Uniform

Confederate Uniform



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## 14. Poster Exercise: Weapons – Lesson Plan

**Subject:** Social Studies

**Grade Level:** 4<sup>th</sup>

**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

- Weapons of the Civil War Poster
- Weapons of the Civil War – Graphic Organizer - Handout
- Writing instruments

### Lesson Duration

1 class 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.
- Divide students in groups of 3
- Lead a guided reading activity assigning each group a color (blue, red, or green).
- Call on a student from each group to read a text box from the poster that corresponds to their group color.
- Instruct students to fill out the graphic organizer.

### Closing

Correct inaccuracies and explain to the students how all the different weapons and technology fit together in the historical narrative. Have them answer the following questions as an exit ticket:

1. What are some advantages and disadvantages of having better technology in the battlefield
2. Explain some technologies that were introduced during the Civil War.

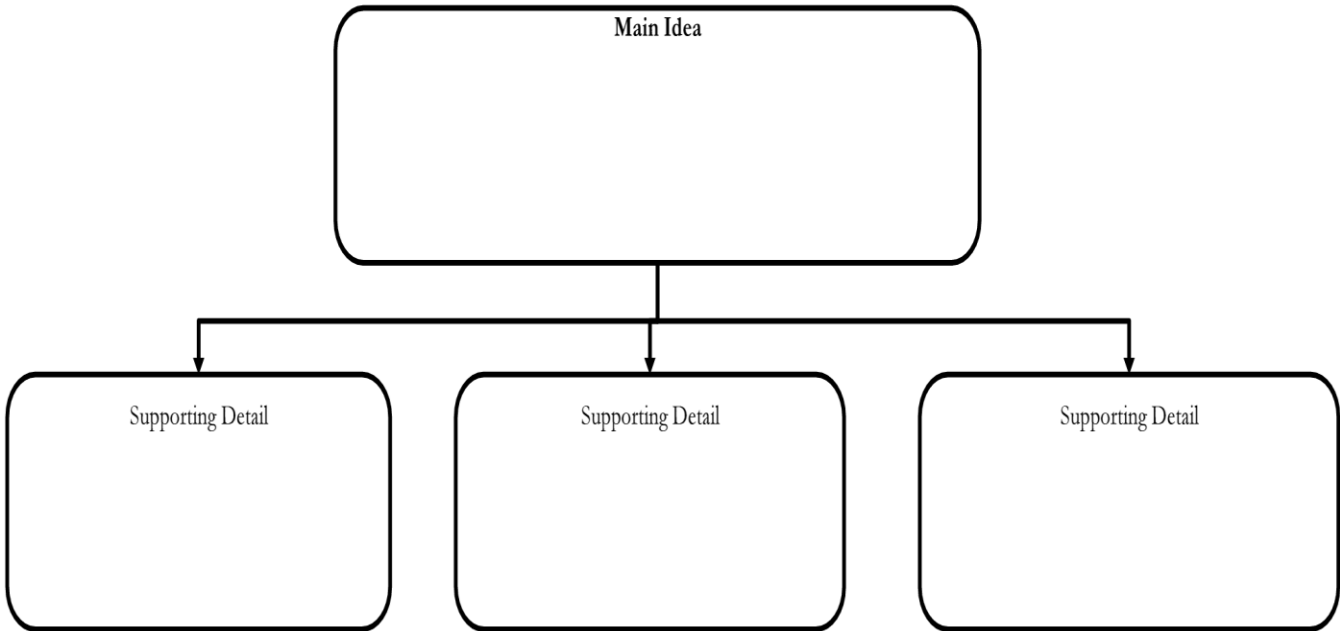
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## Weapons of the Civil War—4<sup>th</sup> Grade Lesson—Graphic Organizer

### Identifying Main Idea & Supporting Details

**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.

**1. Instructions.** Read the poster. As you read, identify the main idea and write it down in the box below. Then write down the main idea's three supporting details



**2. Instructions:** Look at the chart and diagrams at the bottom of the Weapons of the Civil War Poster and answer the following questions.

1. Who has more casualties, the Union or Confederacy? \_\_\_\_\_
2. What is the relationship between the number of casualties and the number of factories? \_\_\_\_\_  
\_\_\_\_\_
3. How many factory workers did the Union have? \_\_\_\_\_ How many factory workers did the Confederacy have? \_\_\_\_\_
4. More miles of railroad allows the Union to \_\_\_\_\_
5. Less miles of railroad prevents the Confederacy from \_\_\_\_\_

### 01. Analyzing Artifacts – Lesson Plan

**Subject:** Social Studies

**Grade Level:** 7<sup>th</sup>

**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.

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## 01 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?

**Subject:** Social Studies

**Grade Level:** 7<sup>th</sup>

**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:**

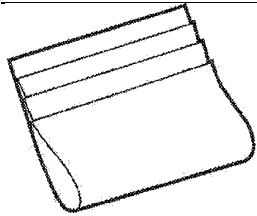
- Rio Grande Valley Civil War Trail map
- Copies of student “Visiting Historic Places – Graphic Organizer – Handout”
- Writing instruments (pens or pencils)
- 4 sheets of writing paper or drawing paper (for each student) for in-class foldable activity
- Drawing tools such as color pencils, color markers,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

**Lesson Duration:** 1 day and 2 class periods

**Activity:**

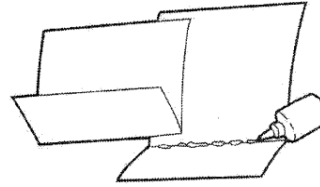
- Discuss the Civil War Trail.
- Take students on a field trip to historic sites on the RGV Civil War Trail (1 day).
- Provide each student with 1 copy of the handout for every site that they visit.
- Ask students to answer the questions on a different handout for every site that they visit.
- During 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.



Layered Fold

## 02. Visiting Historic Places Foldable Directions



Staple or glue together

### Directions:

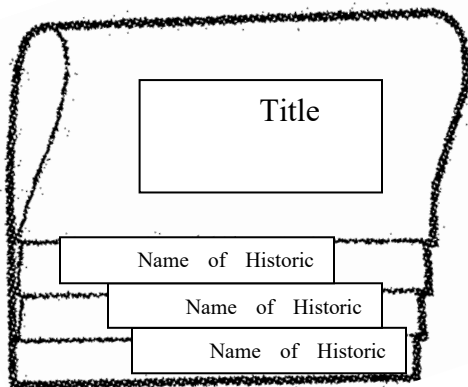
Ask students to stack 4 sheets of paper so that the top edges are an equal distance apart. Bring the bottom edges up and align the sheets so that all the layers (or tabs) are the same distance apart. Fold and crease well to form the Layered Fold. Use glue or staples to hold the sheets together. Students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





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## 02. 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:

**Subject:** Social Studies

**Grade Level:** 7<sup>th</sup>

**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.

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### 03. 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 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

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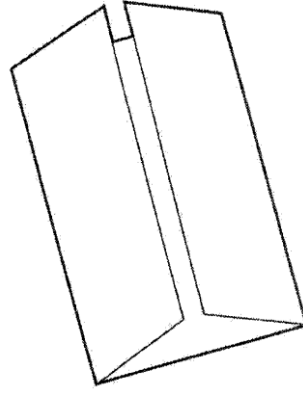
Union Rio Grande Expedition, General Nathaniel Banks, crossed the river to be warmly welcomed by Cortina in Matamoros.

### **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.

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### 03. Biography Foldable Directions



Display Fold

Directions:

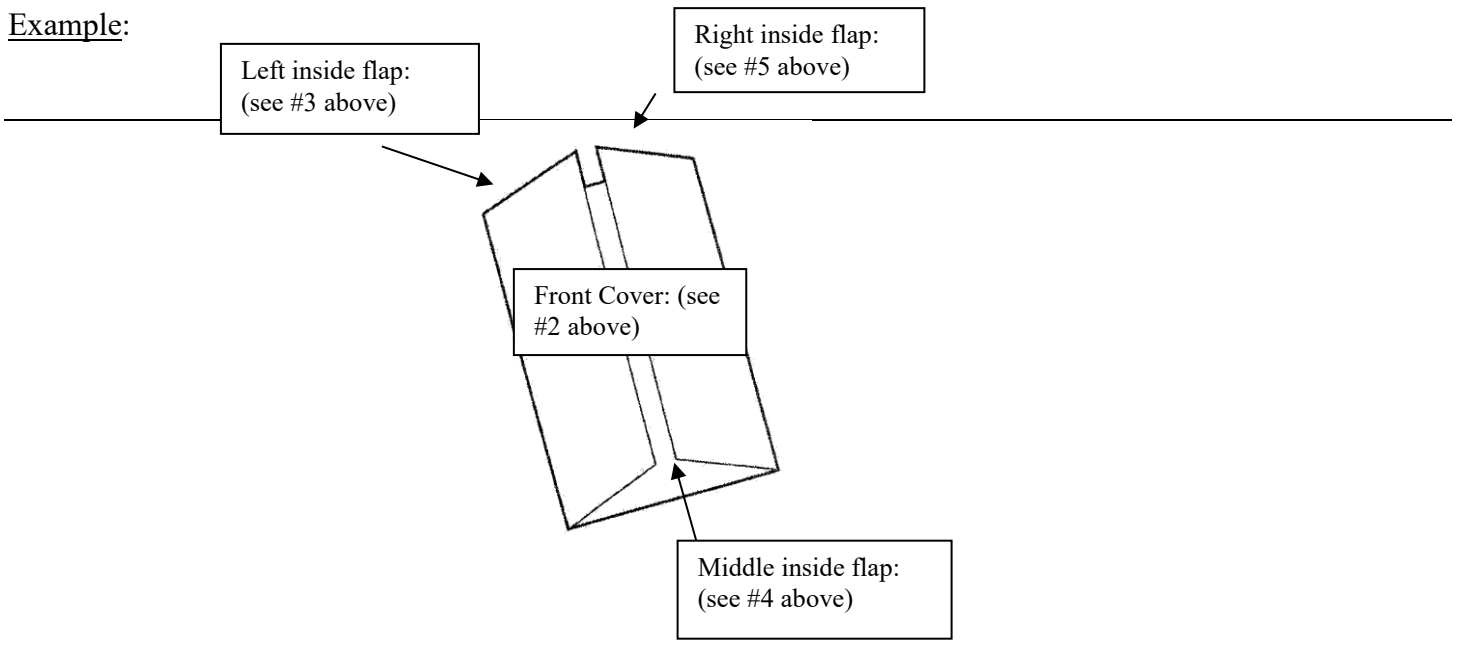
Find the midpoint on a piece of paper, then fold each side in to meet that point.

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

**Subject:** Social Studies

**Grade Level:** 7<sup>th</sup>

**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 Palimto 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.

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## 04. 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. 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



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

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.



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## 05. Reading a Map, Making Generalizations, & Summarizing – Lesson Plan

**Subject:** Social Studies

**Grade Level:** 7<sup>th</sup>

**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 19<sup>th</sup> 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.

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## 05. 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...

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**Supporting details:**

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**Finish this generalization:**

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

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**Supporting details:**

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**Subject:** Social Studies

**Grade Level:** 7<sup>th</sup>

**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 19<sup>th</sup> 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.

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## 06 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?

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2. What city is shown in the inset map?

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

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

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

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## 07. Identifying Main Idea, Supporting Details & Summarizing – Lesson Plan

**Subject:** Social Studies

**Grade Level:** 7<sup>th</sup>

**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.

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## 07 La Sal del Rey Salt Lake – Reading - Handout

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.

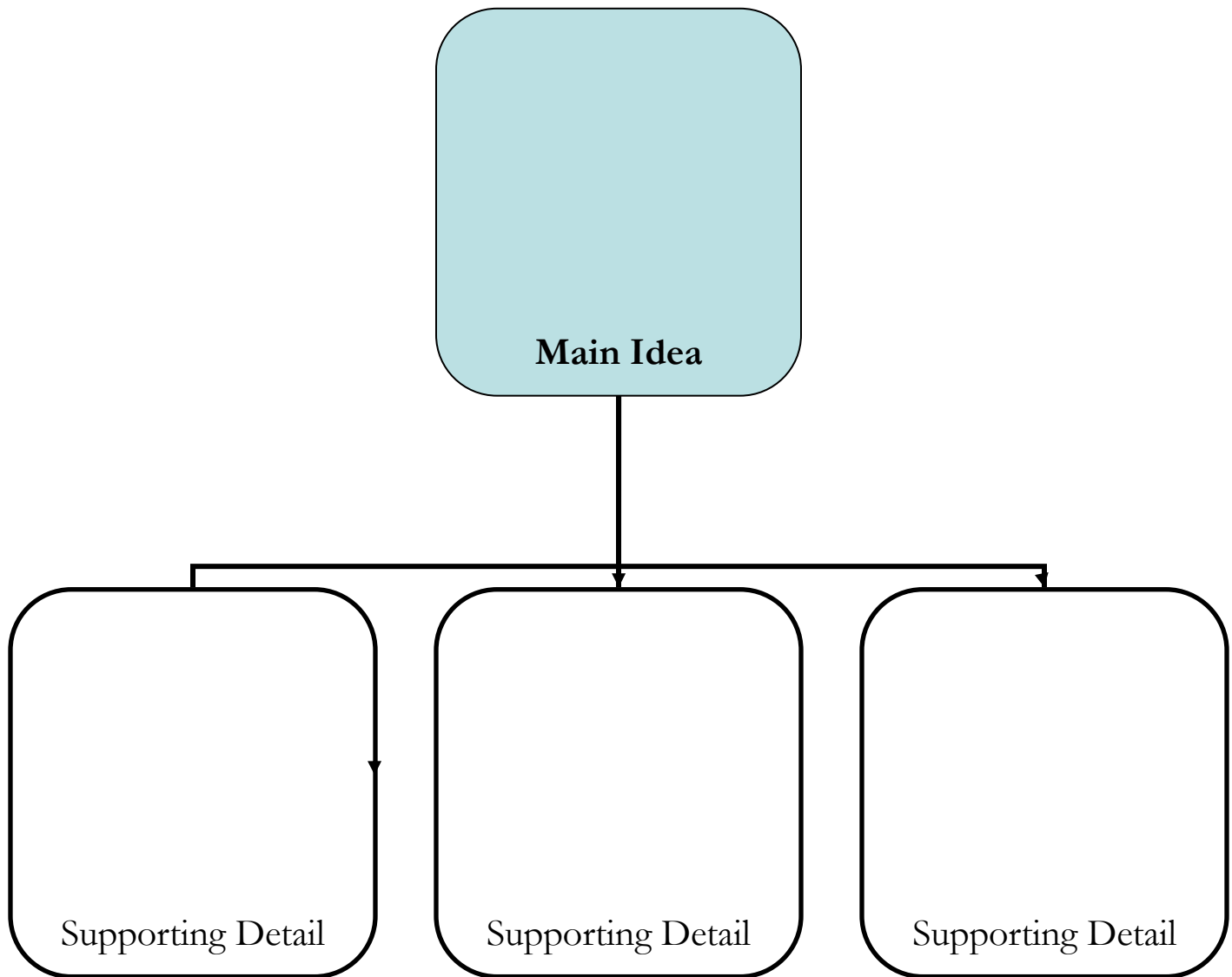
**Location:** Located approximately 26 miles north-northeast of Edinburg, on north side of State Highway 186, east of Linn / San Manuel. A Texas Civil War Centennial marker on Edinburg's courthouse lawn tells its history: "El Sal del Rey C.S.A." (Note: The correct name is La Sal del Rey.)

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## 07 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:



**Subject:** Social Studies

**Grade Level:** 7<sup>th</sup>

**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.



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## 08. Bagdad – Reading – Handout

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.

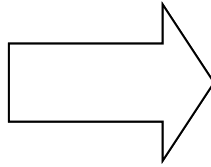
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## 08. Cause and Effect – Graphic Organizer – Handout

**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**.

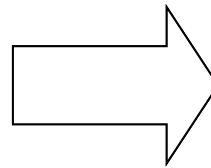
**Instructions:** Read the handout. As you read, identify two causes and the effects of those causes. Write your answers in the appropriate boxes below:

<b>Cause #1</b>
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<b>Effect #1</b>
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<b>Cause #2</b>
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<b>Effect #2</b>
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**Subject:** Social Studies

**Grade Level:** 7<sup>th</sup>

**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.

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## 09. U.S. Colored Troops – Reading – Handout

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.

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## 09. 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:

The graphic organizer consists of three vertical rectangular boxes arranged horizontally. The first box on the left is labeled "First" at the top. An arrow points from the right side of the first box to the left side of the second box in the middle, which is labeled "Next" at the top. Another arrow points from the right side of the second box to the left side of the third box on the right, which is labeled "Last" at the top. The boxes are empty, intended for students to write down three major events in sequence.

**Subject:** Social Studies

**Grade Level:** 7<sup>th</sup>

**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.

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## 10. 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).

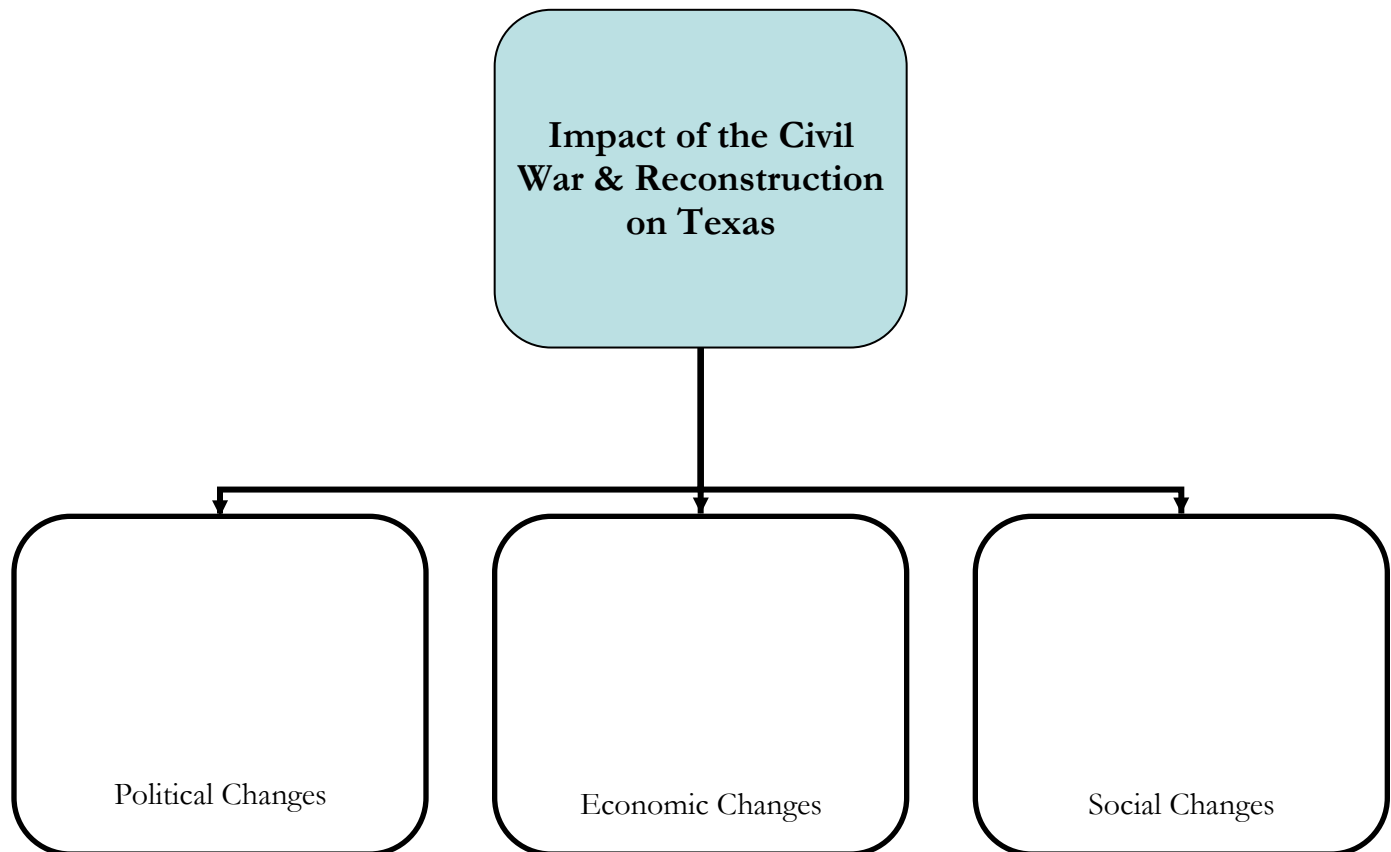
The **Fourteenth Amendment** (1868) was another important political change. It declared that all native-born or naturalized persons were citizens. The Fourteenth Amendment said that all former slaves had the right to be protected and treated equally under the law. Unfortunately, many people in the South 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.

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## 10. Categorizing & Summarizing – Graphic Organizer – Handout

As you read, complete the boxes dealing with political, economic, and social changes in the graphic organizer below to show the effects of the Civil War and Reconstruction.





**Subject:** Social Studies

**Grade Level:** 7<sup>th</sup>

**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: (20A) compare types and uses of technology, past and present. (b21) The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to: (b21A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas; (b21B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. (b22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (b22A) use social studies terminology correctly; (b22C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and (b22D) create written, oral, and visual presentations of social studies information.

**Materials:**

- Camp Life Poster
- Primary Source Analysis Handout
- Index cards for Do Now

**Lesson Duration:** 1 class period

**Activity:**

- Discuss what artifacts are. One definition of artifacts is: “Material remains studied and used by archaeologists and historians to support their interpretation of human history. Examples of artifacts include bones, pots, baskets, jewelry, furniture, tools, clothing, and buildings.”
- Create groups of 3
- Provide each group with a copy of the Civil War Camp Life Poster and the “Analyzing Artifacts—Graphic Organizer Handout”
- Have one student read the blue text boxes, another the orange, and the third group member the green text boxes.
- After students finish reading, they will select three items the found most interesting and will answer the questions on the handout about the items they selected.
- Encourage students to share ideas with their group.
- After about 20 to 30 minutes of group analysis, ask one student from each group to orally report on their group’s analysis.
- Read the “Voices of the Civil War” quotes to the class and have students fill out the SOAPS Chart under the *Primary Source Analysis*.

**Closing**

Ask students to answer the following questions as an exit ticket: What was camp life like for a Civil War soldier? Explain two hardships a Civil War soldier endured.

## Analyzing Artifacts Handout—7<sup>th</sup> Grade

**Poster Discussion Questions:** Select a color text box from the poster to read. Take turns reading the text boxes on the poster. After your group finishes reading, select four items you found interesting and answer the questions below.

What is this artifact?	What was this artifact generally used for?	What else could this artifact be used for?	Name one this that could be substituted for this artifact?	What artifact is better, this one or the one named as its substitute?	What might be used in the future in place of this artifact? Explain.
What is this artifact?	What was this artifact generally used for?	What else could this artifact be used for?	Name one this that could be substituted for this artifact?	What artifact is better, this one or the one named as its substitute?	What might be used in the future in place of this artifact? Explain.
What is this artifact?	What was this artifact generally used for?	What else could this artifact be used for?	Name one this that could be substituted for this artifact?	What artifact is better, this one or the one named as its substitute?	What might be used in the future in place of this artifact? Explain.

**Primary Source Analysis:** Use the *Voices of the Civil War* passages on the *Camp Life* poster to fill out the table below.

Source: Type of Document	Origin: When & Where is this document from?	Audience: Who was originally meant to see the document?	Purpose: What was the audience meant to learn?	What three #hashtags would you use to summarize the document?

**Subject:** Social Studies

**Grade Level:** 7<sup>th</sup>

**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: (b5A) explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs. (b21) 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, including electronic technology. The student is expected to: (b21A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas; (b22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (b22A) use social studies terminology correctly; (b22D) create written, oral, and visual presentations of social studies information.

**Materials:**

- Flags of the Civil War Poster
- Copies of Flags of the Civil War—7th Grade Lesson—Flag Images
- Access to the internet
- 1 Sheet of paper
- Scissors
- Glue
- Writing instruments

**Lesson Duration:** 1 class period

**Activity:**

- Distribute copies of Flags of the Civil War Poster.
- Lead a guided reading activity.
- Ask students to cut out four flags from the **Flags of the Civil War—Images – Handout** and apply what they have learned from the reading by creating a Display Foldable. (see the “Flags of the Civil War—7th Grade Lesson—Foldable Instructions”)
- Students will need to go online and research some of the countries (Mexico, Maximilian Mexico, USA, CSA), regiments (Santos Benavides, USCT, 84<sup>th</sup> Regular USCI), or states (Texas).
- Select several students to present their researched countries, regiments, or states to the class.

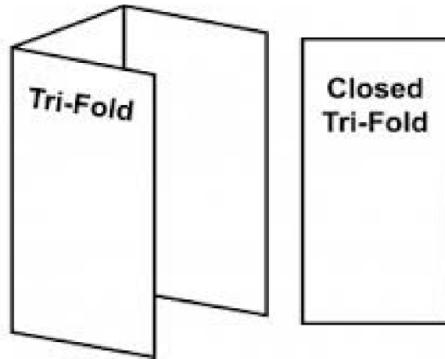
**Closing:** Have students complete the following exit ticket:

List two details about one of the flags you researched.

## Flags of the Civil War—7<sup>th</sup> Grade Lesson—Foldable Instructions

INSIDE

FLAG 1	FLAG 2	FLAG 3
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#2: Title (paste the two flags that will not be researched here as well).

OUTSIDE

TITLE	FLAG 4	FLAG 5
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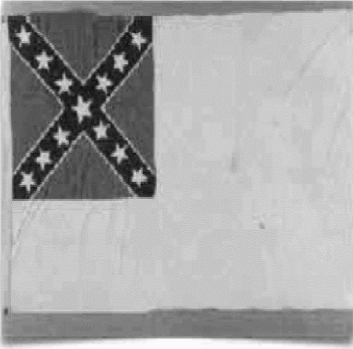
**Activity:**

1. Select five flags of your favorite flags to research; you will cut out those five flags from the Flags of the Civil War—7<sup>th</sup> Grade Lesson—Flag Images Handout.
2. Title Cover: Include the title “Flags of the Civil War” and paste the two flags that you are not going to research.
3. Paste one flag at the top of each of the remaining sections.
4. Go on the internet and use the RGV Civil War Trail Website to research the regiment, country, or state that is represented by each of the five flags.

<p><b>Santos Benavides Regiment</b></p> <ul style="list-style-type: none"> <li>• Who was Santos Benavides?</li> <li>• What were his achievements?</li> <li>• What was his role in the Civil War?</li> <li>• Adjectives used to describe him.</li> <li>• Date of Birth</li> <li>• Where was he from?</li> <li>• When did he die?</li> </ul>	<p><b>34th Regiment Indiana Volunteers</b></p> <ul style="list-style-type: none"> <li>• What is a regiment?</li> <li>• Where did this regiment fight?</li> <li>• When was this regiment created?</li> <li>• When were African-Americans able to fight for the Union?</li> <li>• Where was the last place this regiment fought?</li> </ul>	<p><b>Mexican Imperial Flag</b></p> <ul style="list-style-type: none"> <li>• Who was Mexico under the control of during the American Civil War? Why?</li> <li>• What do the crowns on the flag symbolize?</li> <li>• What was the United States position? Did they favor the Mexican government or the foreign government?</li> </ul>	<p><b>1863 US Flag</b></p> <ul style="list-style-type: none"> <li>• How many states were there in the Union in 1863?</li> <li>• List and explain the three reasons for the start of the Civil War.</li> <li>• What were some advantages and disadvantages of the North?</li> <li>• Who was president?</li> </ul>	<p><b>Texas State Flag</b></p> <ul style="list-style-type: none"> <li>• Who did Texas fight for in the Civil War?</li> <li>• Why did Texas secede from the Union?</li> <li>• Who was governor before and during secession?</li> <li>• How did Texas contribute to the Confederate cause during the Civil War?</li> </ul>	<p><b>84th Regiment USCI</b></p> <ul style="list-style-type: none"> <li>• Who are freedmen?</li> <li>• When were freedmen able to fight for the Union?</li> <li>• How many freedmen fought for the Union?</li> <li>• Where did freedmen mostly fight?</li> <li>• Were there any US Colored Troops in the Rio Grande Valley?</li> </ul>	<p><b>Confederate Flag</b></p> <ul style="list-style-type: none"> <li>• How many states were there in the Confederacy?</li> <li>• What were some advantages and disadvantages of the South?</li> <li>• Who was president?</li> <li>• Who were the main generals in the Confederate army?</li> <li>• How many flags did the Confederacy have? Explain</li> </ul>
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Flags of the Civil War—7<sup>th</sup> Grade Lesson—Flag Images

Santos Benavides Regimental Flag



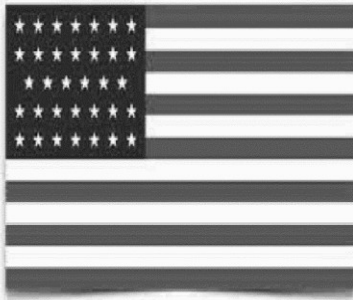
34th Regiment Indiana  
Volunteers



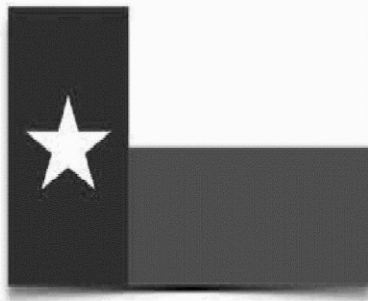
Mexican Imperial Flag



1863 United States Flag



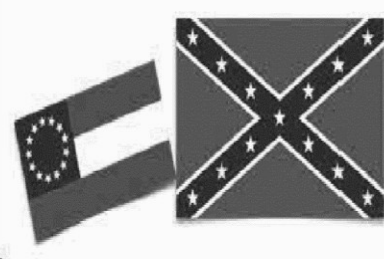
Texas State Flag



84th Regiment USCI



Confederate Flag



**Subject:** Social Studies

**Grade Level:** 7<sup>th</sup>

**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 through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to: (b21B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; and (b21D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants. (b22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (b22A) use social studies terminology correctly.

**Materials:**

- Uniforms of the Civil War Poster
- Uniforms of the Civil War—7<sup>th</sup> Grade Lesson—Comparing Soldier Uniforms & Experiences Handout
- Writing instruments

**Lesson Duration**

1 class period

**Activity**

- Place students in groups of 4 or 5
- Ask each student to read a text box in the Uniforms poster.
- 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.
- Distribute **Uniforms of the Civil War—Comparing Soldier Uniforms & Experiences – Handout** and ask students to fill out graphic organizer.
- Students should then develop questions to ask Confederate and Union soldiers while considering their different perspectives.

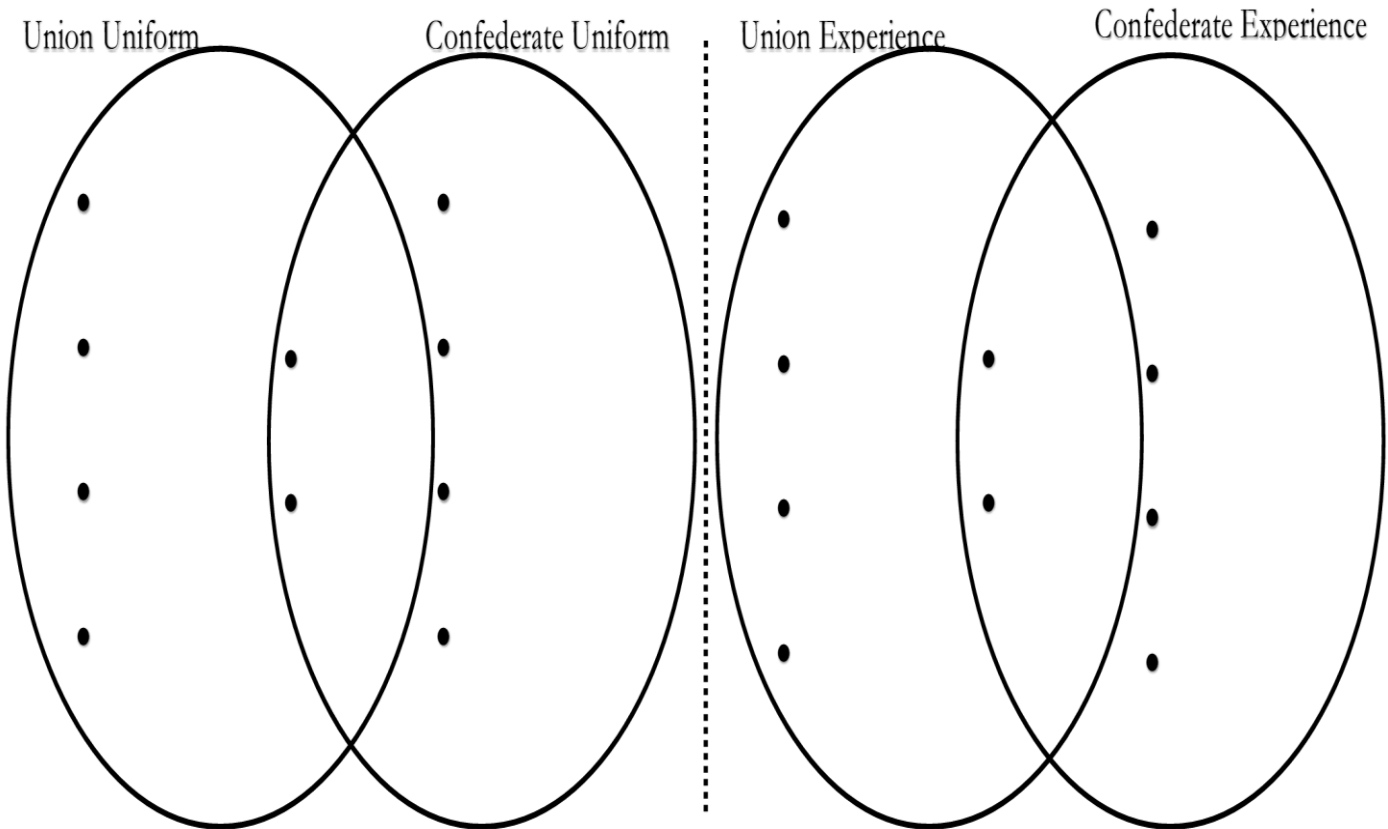
**Closing**

Correct inaccuracies and explain to the students how Union troops were better equipped than Confederate due to the North's greater manufacturing capabilities. Have them answer the following questions as an exit ticket:

1. What is one similarity between the union and confederate uniform?
2. Why was the Confederate and Union war experience different?

## Uniforms of the Civil War—8<sup>th</sup> Grade Lesson—Comparing Soldier Uniforms & Experiences

**Instructions:** After you have finished reading the information on the poster, compare and contrast the confederate and union uniform. In addition, compare and contrast the confederate and union war experience by filling out the Venn Diagrams below



**Instructions:** *Develop a list of questions you would ask both a Confederate and Union soldier. Consider the different perspectives of Confederate and Union soldiers.* The Confederate soldier was in a defensive position, believing he was defending his home from external attack. How might this have affected how Union and Confederate soldiers felt about their roles?

Questions to Confederate Soldier	Questions to Union Soldier
1.	1.
2.	2.
3.	3.
4.	4.

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## Poster Exercise: Weapons of the Civil War – Lesson Plan

**Subject:** Social Studies

**Grade Level:** 7<sup>th</sup>

**Objectives: 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: (20A) compare types and uses of technology, past and present. (b21) The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to: (b21A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas; (b21B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. (b22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (b22A) use social studies terminology correctly; (b22C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and (b22D) create written, oral, and visual presentations of social studies information.

### Materials

- Weapons of the Civil War Poster
- Computer or tablet with internet access
- Poster
- Markers
- Color Pencils
- Weapons of the Civil War—7<sup>th</sup> Grade Lesson—Graphic Organizer
- Weapons of the Civil War—7<sup>th</sup> Grade Lesson—Evaluation

**Lesson Duration:** 1 class period

### Activity

- Create groups of 4 students.
- Distribute materials to each group.
- Assign each group one of the following categories:
  - Rifles of the Civil War
  - Pistols of the Civil War
  - Artillery of the Civil War
- Each group should research the following about each category using legitimate the Weapons Poster or legitimate online sources:
  - Short history of each device
  - Weight
  - Length
  - Damage cause to people and property
  - Which side (Union or Confederacy) used it more often? Why?
- All groups should include the following in their poster: **Advantages of the South & Advantages of the North** and **two illustrations**.
- Groups will be able to use the Graphic Organizer to gather data and then transfer to poster.
- After students have finished, groups should present their findings and poster to the class.
- Students should fill out an Evaluation form as groups are presenting.

### Closing

Have students answer the following questions as an exit ticket:

1. What are some advantages and disadvantages of having better technology in the battlefield?
2. Name one battle and its significance to the Civil War.



## Weapons of the Civil War—7th Grade Lesson—Graphic Organizer

**Directions:** Before you start designing your poster, research information on the topic assigned by your teacher.

	Rifles (2) of the Civil War		Pistols (2) of the Civil War		Artillery (2) of the Civil War	
	Rifle 1	Rifle 2	Pistol 1	Pistol 2	Artillery 1	Artillery 2
Short history of each device						
Weight						
Length						
Damage caused to people and property						

Confederate Strengths	Union Strengths
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

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## Weapons of the Civil War—7th Grade Lesson—Evaluation

*Peer Presentation Evaluation Form: Fill this out as groups are presenting. Be specific but kind in your feedback.*

Presentation created by: \_\_\_\_\_

Presentation reviewed by: \_\_\_\_\_

1. Commendation (Something you liked or thought was especially well done). Be specific.
  
2. Recommendation (Something you could suggest to enhance or improve this presentation). Be specific.
  
3. Most interesting fact or data you learned from this presentation (informational only).

### Overall Rating

Excellent

Good

Fair

Poor

01. Analyzing Artifacts – Lesson Plan

**Subject:** Social Studies

**Grade Level:** 8<sup>th</sup>

**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.

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## 01. 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).



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?

**Subject:** Social Studies

**Grade Level:** 8<sup>th</sup>

**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:**

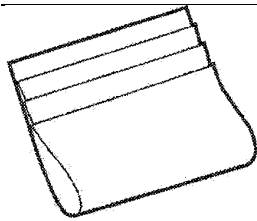
- Rio Grande Valley Civil War Trail map
- Copies of student “Visiting Historic Places – Graphic Organizer – Handout”
- Writing instruments (pens or pencils)
- 4 sheets of writing paper or drawing paper (for each student) for in-class foldable activity
- Drawing tools such as color pencils, color markers,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

**Lesson Duration:** 1 day and 2 class periods

**Activity:**

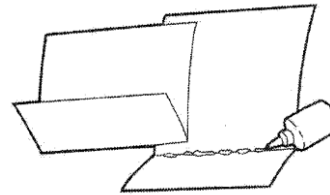
- Discuss the Civil War Trail.
- Take students on a field trip to historic sites on the RGV Civil War Trail (1 day).
- Provide each student with 1 copy of the graphic organizer handout for every site that they visit.
- Ask students to answer the questions on a different handout for every site that they 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.



Layered Fold

## 02. Visiting Historic Places Foldable Directions



Staple or glue together

### Directions:

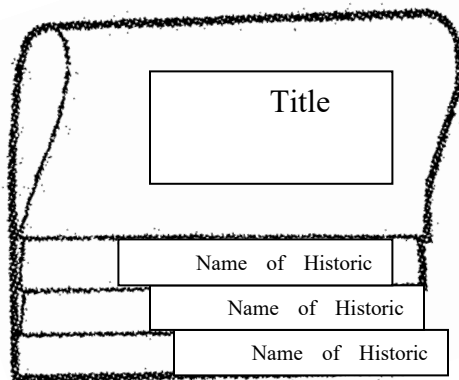
Ask students to stack 4 sheets of paper so that the top edges are an equal distance apart. Bring the bottom edges up and align the sheets so that all the layers (or tabs) are the same distance apart. Fold and crease well to form the Layered Fold. Use glue or staples to hold the sheets together. Students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



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## 02. 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:

**Subject:** Social Studies

**Grade Level:** 8<sup>th</sup>

**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:**

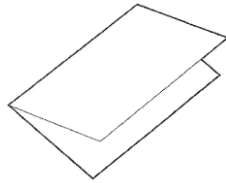
- Use of electronic technology: Ask students to independently conduct internet research on the Rio Grande Valley Civil War Trail website: <http://www.utrgv.edu/civilwar-trail/>
- Topic of research: Ask students to choose a prominent individual (The Teacher may choose for the student if the student is 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.



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### 03. 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.

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### 03. 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.

**Subject:** Social Studies

**Grade Level:** 8<sup>th</sup>

**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.

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## 04 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.

**Subject:** Social Studies

**Grade Level:** 8<sup>th</sup>

**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.

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**Rio Grande Valley Civil War Trail  
Class Magazine**



**Teacher:** \_\_\_\_\_

**Class Period:** \_\_\_\_\_

**Subject:** Social Studies

**Grade Level:** 8<sup>th</sup>

**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.

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## 06 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.



**Subject:** Social Studies

**Grade Level:** 8<sup>th</sup>

**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.

**Subject:** Social Studies

**Grade Level:** 8<sup>th</sup>

**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.

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## 08 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 sited political precedents (including the Missouri Compromise of 1820) and argued that Congress did, in fact, have the right to make laws for the territories.

#### 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 restrictions on the expansion of slavery), theoretically permitted the expansion of slavery into northern states, and heightened sectional tensions. In fact, tensions exploded into violence in “Bleeding Kansas” as abolitionists (like John Brown) waged war on slave holders.

**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.

### **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.

**Subject:** Social Studies

**Grade Level:** 8<sup>th</sup>

**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.

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## 09 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 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

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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....”

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## 10. Significant Events of the Civil War – Lesson Plan

**Subject:** Social Studies

**Grade Level:** 8<sup>th</sup>

**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.



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## 10. 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.

#### Surrender at Appomattox and the End of the Civil War

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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 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.

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## 11. Poster Exercise: Camp Life – Lesson Plan

**Subject:** Social Studies

**Grade Level:** 8<sup>th</sup>

**Objectives:** 113.20. Social Studies, Grade 8. (b) Knowledge & 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, including electronic technology. The student is expected to: (b29A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States; (b29B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. (b30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (b30A) use social studies terminology correctly; (b30D) create written, oral, and visual presentations of social studies information.

**Materials:**

- Camp Life Poster
- Primary Source Analysis Handout
- Index cards for Do Now

**Lesson Duration:** 1 class period

**Activity:**

- Discuss what artifacts are. One definition of artifacts is: “Material remains studied and used by archaeologists and historians to support their interpretation of human history. Examples of artifacts include bones, pots, baskets, jewelry, furniture, tools, clothing, and buildings.”
- Create groups of 3
- Provide each group with a copy of the Civil War Camp Life Poster and the “Analyzing Artifacts—Graphic Organizer Handout”
- Have one student read the blue text boxes, another the orange, and the third group member the green text boxes.
- After students finish reading, they will select three items they found most interesting and will answer the questions on the handout about the items they selected.
- Encourage students to share ideas with their group.
- After about 20 to 30 minutes of group analysis, ask one student from each group to orally report on their group’s analysis.
- Read the “Voices of the Civil War” quotes to the class and have students fill out the Union & Confederacy comparison table under the *Primary Source Analysis* section.

**Closing**

Correct inaccuracies and explain to the students how all the different artifacts fit together in the historical narrative. Have them answer the following questions as an exit ticket:

1. What was camp life like for a Civil War soldier?
2. Explain two hardships a Civil War soldier endured during the war.

## Analyzing Artifacts Handout—8<sup>th</sup> Grade

**Poster Discussion Questions:** Select a color text box from the poster to read. Take turns reading the text boxes on the poster. After your group finishes reading, select four items you found interesting and answer the questions below.

What is this artifact?	What was this artifact generally used for?	What else could this artifact be used for?	Name one this that could be substituted for this artifact?	What artifact is better, this one or the one named as its substitute?	What might be used in the future in place of this artifact? Explain.
What is this artifact?	What was this artifact generally used for?	What else could this artifact be used for?	Name one this that could be substituted for this artifact?	What artifact is better, this one or the one named as its substitute?	What might be used in the future in place of this artifact? Explain.
What is this artifact?	What was this artifact generally used for?	What else could this artifact be used for?	Name one this that could be substituted for this artifact?	What artifact is better, this one or the one named as its substitute?	What might be used in the future in place of this artifact? Explain.

**Primary Source Analysis:** Compare the economic and military preparedness, camp conditions, and soldier conditions of Confederate and Union soldiers based on what you read on the *Voices of the Civil War* section and the artifact captions on the poster.

Confederacy	Union
•	•
•	•
•	•

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## 12. Poster Exercise: Flags of the Civil War – Lesson Plan

**Subject:** Social Studies

**Grade Level:** 8<sup>th</sup>

**Objectives:** 113.20. Social Studies, Grade 8. (b) Knowledge and Skills. (b8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to: (b8A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar; (b8B) explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles 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 through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to: (b29A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States. (b30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (b30D) create written, oral, and visual presentations of social studies information.

**Materials:**

- Flags of the Civil War Poster
- Copies of **Flags of the Civil War—8<sup>th</sup> Grade Lesson Plan—Newspaper Article**
- Access to the internet

**Lesson Duration:** 1 class period

**Activity:**

- Distribute Flags of the Civil War Poster.
- Lead a guided reading activity.
- Explain to students that they will take the role of a newspaper reporter.
- Have students pick their favorite flag and explain that they will report on the military activities of the countries (Maximilian Mexico, USA, CSA), regiments (Santos Benavides, USCT, 84<sup>th</sup> Regular USCT), or states (Texas).
- They will need to illustrate an event (battle, speech, surrender, declaration etc.) their country, regiment, or state was involved in during the Civil War. In addition, they will create a headline for such event.
- They will then research that event and write a newspaper article explain the background and details of such event.
- Distribute **Flags of the Civil War—8<sup>th</sup> Grade Lesson Plan—Newspaper Article**
- Select several students to read their article to the class.

**Closing:** Have students complete the following exit ticket:

1. List two details about one of the flags you researched.

Flags of the Civil War—8<sup>th</sup> Grade Lesson Plan—Newspaper Article

HEADLINE:

IMAGE:

\_\_\_\_\_

\_\_\_\_\_

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## 13. Poster Exercise: Uniforms of the Civil War – Lesson Plan

**Subject:** Social Studies

**Grade Level:** 8<sup>th</sup>

**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, including electronic technology. The student is expected to: (b29B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; and (b29D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants. (b30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (b30A) use social studies terminology correctly and (b30D) create written, oral, and visual presentations of social studies information.

**Materials:**

- Uniforms of the Civil War Poster
- Uniforms of the Civil War—7<sup>th</sup> Grade Lesson—Comparing Soldier Uniforms & Experiences Handout
- Writing instruments

**Lesson Duration**

1 class period

**Activity**

- Place students in groups of 4 or 5
- Ask each student to read a text box in the Uniforms poster.
- 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.
- Distribute **Uniforms of the Civil War—7<sup>th</sup> Grade Lesson—Comparing Soldier Uniforms & Experiences Handout** and ask students to fill out graphic organizer.
- Students should then develop questions to ask Confederate and Union soldiers while considering their different perspectives.

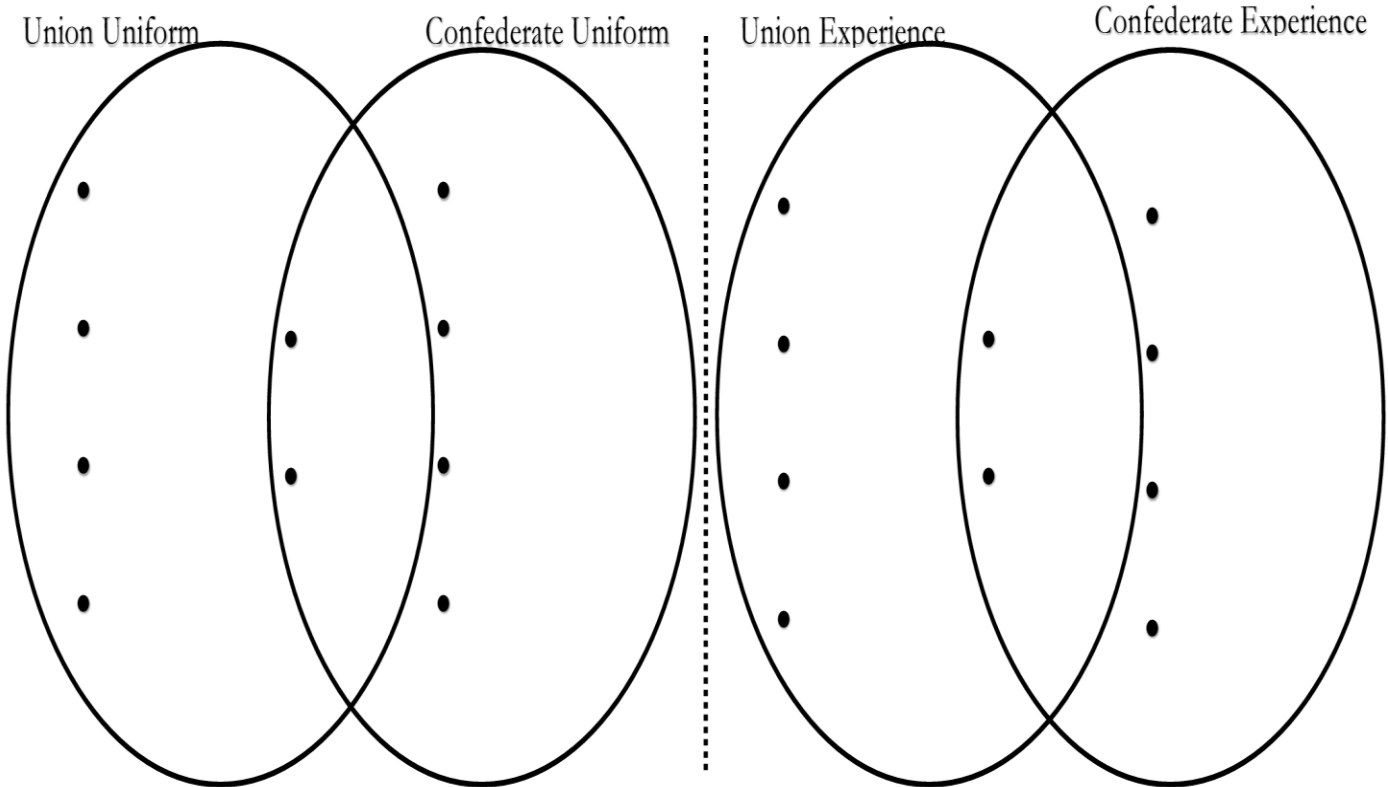
**Closing**

Correct inaccuracies and explain to the students how Union troops were better equipped than Confederate due to the North's greater manufacturing capabilities. Have them answer the following questions as an exit ticket:

1. What is one similarity between the union and confederate uniform?
2. Why was the Confederate and Union war experience different?

## Uniforms of the Civil War—8<sup>th</sup> Grade Lesson—Comparing Soldier Uniforms & Experiences

**Instructions:** After you have finished reading the information on the poster, compare and contrast the confederate and union uniform. In addition, compare and contrast the confederate and union war experience by filling out the Venn Diagrams below



**Instructions:** *Develop a list of questions you would ask both a Confederate and Union soldier. Consider the different perspectives of Confederate and Union soldiers.* The Confederate soldier was in a defensive position, believing he was defending his home from external attack. How might this have affected how Union and Confederate soldiers felt about their roles?

Questions to Confederate Soldier	Questions to Union Soldier
1.	1.
2.	2.
3.	3.
4.	4.



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## 14. Poster Exercise: Weapons of the Civil War – Lesson Plan

**Subject:** Social Studies

**Grade Level:** 8<sup>th</sup>

**Objectives:** 113.19. Social Studies, Grade 8. (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, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles 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 through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to (b29C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. (b30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (b30A) use social studies terminology correctly.

### Materials

- Weapons of the Civil War Poster
- Computer or tablet with internet access
- Poster
- Markers
- Color Pencils
- Weapons of the Civil War – Graphic Organizer – Handout
- Weapons of the Civil War – Evaluation – Handout

### Activity

- Create groups of 4 students
- Distribute materials to each group
- Assign each group a battle and allow time for students to research the following:
  - Battle of Vicksburg
  - Battle of Gettysburg
  - Battle of Antietam
  - Battle of Bull Run
  - Appomattox Courthouse
  - Significance of the battle
- All groups should include the following in their poster: Advantages of the South & Advantages of the North and two illustrations.
- Groups will be able to use the Graphic Organizer to gather data and then transfer to the post in an organized and creative manner.
- After students have finished, groups should present their findings and post to the class.
- Students should fill out an Evaluation form as groups are presenting.

### Closing

Have students answer the following questions as an exit ticket:

1. What are some advantages of having better technology in the battlefield?
2. Name one battle and its significance to the Civil War.

## Weapons of the Civil War—8th Grade Lesson—Graphic Organizer

Directions: Before you start designing your poster, research information on the topic assigned by your teacher.

	Battle of Vicksburg	Battle of Gettysburg	Battle of Antietam	Battle of Bull Run	Appomattox Courthouse	Fort Sumter
Location						
Date						
Significant Individuals (Union & Confederate)						
Artillery, Cavalry, or Infantry Battle?						
Result?						
Significance of Battle						

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## Weapons of the Civil War—8th Grade Lesson—Evaluation

*Peer Presentation Evaluation Form: Fill this out as groups are presenting. Be specific but kind in your feedback.*

Presentation created by: \_\_\_\_\_

Presentation reviewed by: \_\_\_\_\_

1. Commendation (Something you liked or thought was especially well done). Be specific.
  
2. Recommendation (Something you could suggest to enhance or improve this presentation). Be specific.
  
3. Most interesting fact or data you learned from this presentation (informational only).

### Overall Rating

Excellent

Good

Fair

Poor

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## AP U.S. History

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### 01. Analyzing Artifacts – Lesson Plan

**Subject:** AP US History

**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.

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## 01.Analyzing Artifact – 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.

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2.

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**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.

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2.

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## 02. Visiting Historic Places – Debriefing – Lesson Plan

**Subject:** AP US History

**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.

**Subject:** AP US History

**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.

**Subject:** AP US History

**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.



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## 05. RGV CW Trail Map – Questioning a Text – Lesson Plan

**Subject:** AP US History

**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.

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## 05. 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:

**Subject:** AP US History

**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.

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## 06. African Americans – Jigsaw – Reading - Handout

### 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 slaves 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.)

#### 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

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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, 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?

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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 13<sup>th</sup> Amendment [1865])?

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## 07. Cotton Trade – Discussion – Lesson Plan

**Subject:** AP US History

**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.

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## .07 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.)

### 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



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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-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

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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?

**Subject:** AP US History

**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.

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## 08. 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 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.

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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 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 Juarez' government fled north to the city that

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now bears his name, Ciudad Juarez. French forces pursued Juarez 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 Juarez 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. Juarez 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 Juarez, abolished the legal privileges of the Church and the military. When Conservatives initiated a civil war aimed at annulling this constitution, Juarez 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. Juarez 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, Juarez resumed his duties as president in 1867. He was reelected to that post and served until his death in 1872.

**Subject:** AP US History

**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

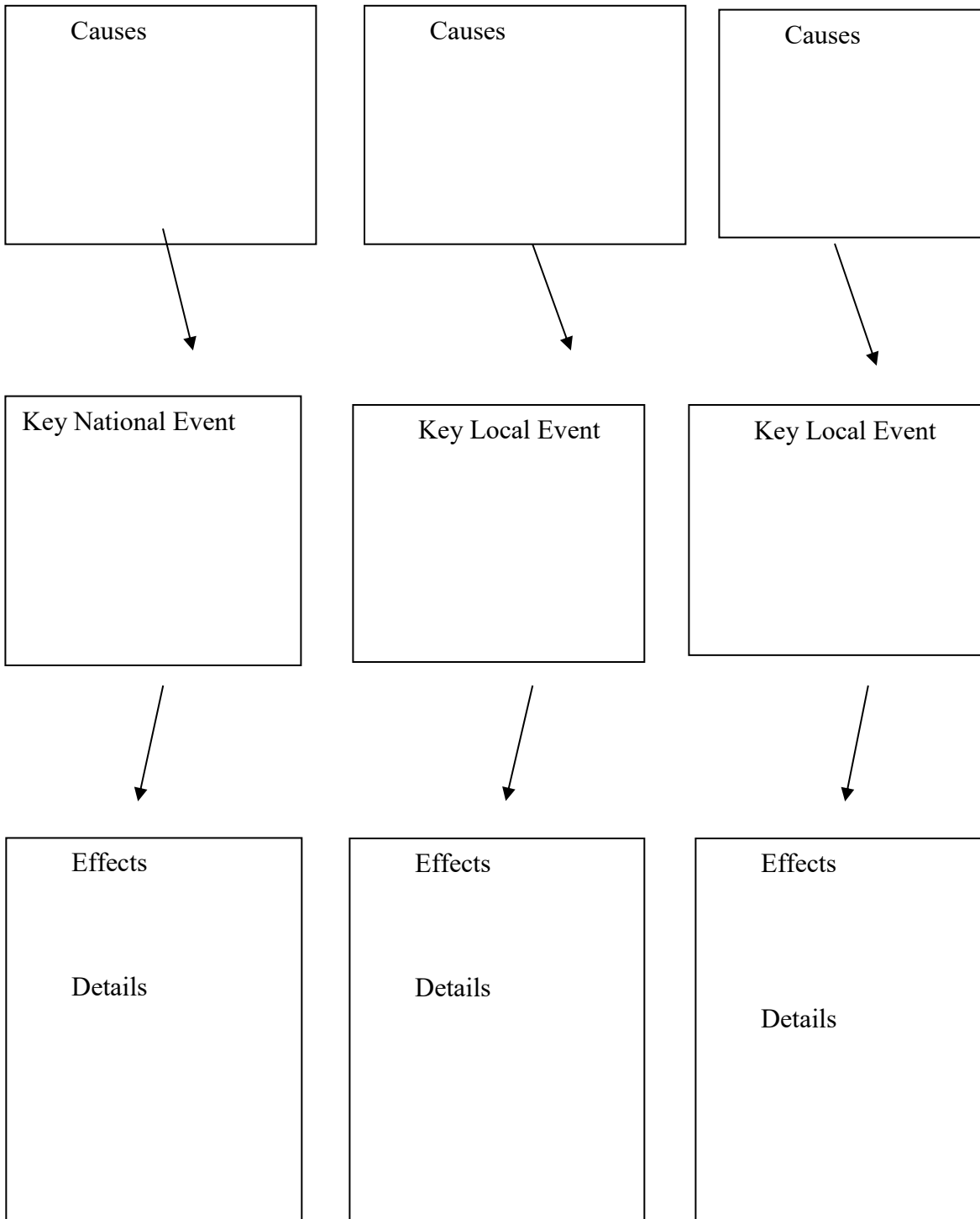
**Activity:**

- 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.

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## 09. Key Events – Causation – Graphic Organizer - Handout





**Subject:** AP US History

**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.

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## 10. 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.

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## 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*, 4<sup>th</sup> 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

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## 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."

---

## 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.

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## 11. Poster Exercise: Camp Life – Lesson Plan

**Subject:** AP US History

**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).

**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 economics and societies to wage the war even while facing considerable home front opposition.

### Materials:

- Camp Life Poster
- Analyzing Artifacts Handout
- Index cards for Do Now & Exit Ticket
- Sticky Notes

**Lesson Duration:** 1 class period

### Activity:

- Discuss what artifacts are.
- Create groups of 3 give each group a set of sticky notes.
- Allow students to read and analyze the Camp Life Poster. Instruct them to write down “what they wonder” and “what they notice” about the contents of the poster and paste the Sticky notes around the poster. Allow 5-10 minutes.
- Pass out the handout and explain the difference between open and close-ended questions.
- Have students follow instructions on the handout and create two close-ended and two open-ended questions.
- Distribute Socratic Seminar Observation, Evaluation, and Reflection Form.
- Split the class in half and have one half sit in an inside circle and the second half in an outside circle.
- Inside circle students will discuss the poster by using the questions they wrote down. Students in the outside circle will evaluate the discussion by filling out the Socratic Seminar Observation, Evaluation, and Reflection Form.
- After 5-10 minutes of discussion, students in the outside circle will now come into the inside circle and discuss their question. The other half will now evaluate discussion by filling out the Socratic Seminar Observation, Evaluation, and Reflection Form.

### Closing

Have students answer the following questions as an exit ticket:

1. What was camp life like for a Civil War soldier?
2. Explain two hardships a Civil War soldier endured during the war.
3. How did conditions for Union and Confederate soldiers differ AND why did conditions differ so much?

## Analyzing Artifacts Handout —11th Grade

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 are there on the poster? (Do not use the example)

### INSIDE CIRCLE

Write down 2 closed-ended questions about the artifacts and primary sources on the poster. Use your sticky notes for ideas.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write down 2 open-ended questions about the artifacts and primary sources on the poster. Use your sticky notes for ideas.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### OUTSIDE CIRCLE

#### 1. The Outer Circle Observation

When you are a part of the Outer Circle, you should listen carefully to the discussion taking place “on the inside.” As you listen to the discussion taking place, write down your observations to the following questions.

1. List two open ended questions that were discussed while you were in the outer circle. Explain why those questions were successful/not successful.
  
2. List the names of two students who you felt contributed in a positive way to the discussion. Next to their names, explain why you think each one did a good job in participating. Be as specific as possible.

**2.Seminar Reflection:** Answer the following. Provide specific evidence for your answers.

1. What did you like least about the seminar and what did you like most? Explain.
  
2. Explain on thing you learned in the seminar from another student- be very specific.
  
3. Discuss one topic you contributed to the seminar. Use your own notes- be sure to explain the topic and contribution.

**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 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:** Explain how American values, politics, and society were affected by the abolitionist movement. Include information about the events on the Flags of the Civil War Poste



## DOCUMENT A

“This, for the purpose of this celebration, is the 4th of July. It is the birthday of your National Independence, and of your political freedom...

Fellow Citizens, I am not wanting in respect for the fathers of this republic. The signers of the Declaration of Independence were brave men. It does not often happen to a nation to raise, at one time, such a number of truly great men. ... Your fathers staked their lives, their fortunes, and their sacred honor, on the cause of their country. In their admiration of liberty, they lost sight of all other interests.

They were peace men; but they preferred revolution to peaceful submission to bondage [being chained up]. They were quiet men; but they did not shrink from agitating against oppression. They believed in order; but not in the order of tyranny. With them, nothing was "settled" that was not right. With them, justice, liberty and humanity were "final;" not slavery and oppression. You may well cherish the memory of such men. They were great in their day and generation. Their solid manhood stands out the more as we contrast it with these degenerate times.

Fellow-citizens, pardon me, allow me to ask, why am I called upon to speak here to-day? ...I say it with a sad sense of the disparity [difference] between us. I am not included within [this] glorious anniversary! Your high independence only reveals the immeasurable distance between us. The blessings in which you, this day, rejoice, are not enjoyed [by me]. The rich inheritance of justice, liberty, prosperity and independence, bequeathed by your fathers, is shared by you, not by me. The sunlight that brought light and healing to you, has brought stripes and death to me. This Fourth July is yours, not mine. You may rejoice, I must mourn.

What, to the American slave, is your 4th of July? I answer; a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim.

To him, your celebration is a sham;  
your boasted liberty, an unholy license;  
your national greatness, swelling vanity;  
your sounds of rejoicing are empty and heartless;  
your denunciation of tyrants, brass fronted impudence;  
your shouts of liberty and equality, hollow mockery;  
your prayers and hymns, your sermons and thanksgivings,  
with all your religious parade and solemnity, are, to Him, fraud, deception, impiety, and hypocrisy—  
a thin veil to cover up crimes which would disgrace a nation of savages.

There is not a nation on the earth guilty of practices more shocking and bloody than are the people of the United States, at this very hour.

Go where you may, search where you will, roam through all the monarchies and despotisms of the Old World, travel through South America, search out every abuse, and when you have found the last, lay your facts by the side of the everyday practices of this nation, and you will say with me, that, for revolting barbarity and shameless hypocrisy, America reigns without a rival ...”

--Frederick Douglas

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DOCUMENT B

**Sojourner Truth (1797-1883): Ain't I A Woman?**

*Speech delivered in 1851 at the Women's Convention, in Akron, Ohio*

“...That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man - when I could get it - and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?”

...Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them.”

DOCUMENT C

**Elijah Lovejoy: The Murdered Abolitionist**

“This Walpurgis period of the movement culminated on November 7, 1837, in a terrible tragedy. The place was a little Illinois town, Alton, and the victim was Elijah P. Lovejoy. He was a minister of the Presbyterian Church, and the editor of a weekly religious newspaper. His sin was that he did not hold his peace on the subject of slavery in the columns of his paper. He was warned “to pass over in silence everything connected” with that question. But he had no choice, he had to cry aloud against iniquities, which, as a Christian minister and a Christian editor, he dared not ignore. His troubles with the people of St. Louis took in the spring of 1836, when he denounced the lynching of a negro by a St. Louis mob, perpetuated under circumstances of peculiar atrocity. In consequence of his outspoken condemnation of the horror, his office was broken into and destroyed by a mob.

...In May 1836, after anti-abolitionist opponents in St. Louis destroyed his printing press for the third time, Lovejoy left the city and moved across the river to Alton in the free state of Illinois. In 1837, he started the *Alton Observer*, also an abolitionist paper. On November 7, 1837, a pro-slavery mob attacked the warehouse where Lovejoy had his fourth printing press. This time, Lovejoy decided to defend it with his life. He and his supporters exchanged gunfire with the mob, and Lovejoy was shot. He died on the spot and was soon hailed as a martyr by abolitionists across the country.”

#### DOCUMENT D

"I am aware, that many object to the severity of my language; but is there not cause for severity? I *will* be as harsh as truth, and as uncompromising as justice. On this subject, I do not wish to think, or speak, or write, with moderation. No! no! Tell a man whose house is on fire, to give a moderate alarm; tell him to moderately rescue his wife; tell the mother to gradually [slowly] extricate her babe from the fire into which it has fallen; -- but urge me not to use moderation in a cause like the present. I am in earnest -- I will not equivocate -- I will not excuse -- I will not retreat a single inch -- AND I WILL BE HEARD. Enslave the liberty of but one human being and the liberties of the world are put in peril.

#### DOCUMENT E

A Plea for Capt. John Brown

By Henry David Thoreau

I am here to plead his cause with you. I plead not for his life, but for his character, - his immortal life; and so it becomes your cause wholly, and is not his in the least. Some eighteen hundred years ago Christ was crucified; this morning, perchance, Captain Brown was hung. These are the two ends of a chain which is not without its links. He is not Old Brown any longer; his is an angel of light.

(Read to the citizens of Concord, Mass., Sunday Evening, October 30, 1859.)

#### DOCUMENT F

Richmond "Whig" Newspaper Editorial

Though it convert the whole Northern people, without an exception, into furious, armed abolition invaders, yet old Brown will be hung! That is the stern and irreversible decree, not only of the authorities of Virginia, but of the PEOPLE of Virginia, without a dissenting voice. And, therefore, Virginia, and the people of Virginia, will treat with the contempt they deserve, all the craven appeals of Northern men in behalf of old Brown's pardon. The miserable old traitor and murderer belongs to the gallows, and the gallows will have its own

(Richmond "Whig" newspaper editorial quoted in the "Liberator", Nov. 18, 1859. From "John Brown: a Biography," by Oswald Villard)

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### 13 Poster Exercise: Uniforms of the Civil War – Lesson Plan

**Subject:** A.P. U.S. History

**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 economics and societies to wage war even while facing considerable home front opposition.

#### Materials

- Uniforms of the Civil War Poster
- Writing paper and writing instruments

#### Lesson Duration

1 class period

#### Activity

- Ask students to read the poster.
- Put students in groups of 5 and ask the group members to engage in an interactive small-group discussion by addressing the questions on the **Uniforms of the Civil War—11<sup>th</sup> Grade Lesson—Discussion Questions 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)
- Students will then peer review their group members' responses and write constructive feedback on the margins.
- Groups will then discuss feedback amongst each other.

#### 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.

---

## 13 Poster: Uniforms of the Civil War – Discussion Questions – Handout

**Instructions:** As you and your group are reading through the Uniforms of the Civil War poster, keep these questions in mind. When you have finished, answer them as a group.

1. How did the war experience differ for Union and Confederate troops according to the information on the poster?
2. What are some differences and similarities between the Union and Confederate uniforms?
3. Based on the information on the poster, what do you think were the greatest challenges for Union and Confederate forces?
4. The Confederate soldier was in a defensive position, believing he was defending his home from external attack. How might this have affected how Union and Confederate soldiers felt about their roles?
5. How are the problems faced by soldiers today similar or different to the problems faced by Civil War soldiers?

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## 14. Poster Exercise: Weapons of the Civil War – Lesson Plan

**Subject:** A.P. U.S. History

**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 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 (IA):** Both the Union and the Confederacy mobilized their economics and societies to wage the war even while facing considerable home front opposition.

### Materials

- Weapons of the Civil War Poster
- Copies of Weapons of the Civil War—11th Grade Lesson—Poster Analysis

### Activity

- Place students in groups of 4 or 5
- Ask each student to read the description of an artifact on the Weapons of the Civil War Poster.
- 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 5 higher-order thinking questions about what they learned.
- Questions can begin with the following question stems:
  - Do you agree that \_\_\_\_\_? Explain.
  - What do you think about \_\_\_\_\_?
  - What is important?
  - Prioritize \_\_\_\_\_ according to \_\_\_\_\_.
  - What criteria would you use to assess \_\_\_\_\_?
  - What solutions would you suggest for \_\_\_\_\_?
  - What ideas can you add?
  - How does \_\_\_\_\_ compare/contrast to \_\_\_\_\_?
- Have groups exchange questions and answer each other's questions.

### Closing

Have students answer the following questions as an exit ticket:

1. What are some advantages of having better technology in the battlefield?
2. List some technologies that were used during the Civil War.

---

## 14 Poster: Weapons of the Civil War – Handout

**Instructions:** After you have shared information from the poster with students from other groups and have come back to your original groups, with your groups, create 5 questions about the information you have learned. Questions can begin with the following questions stems:

- Do you agree that \_\_\_\_\_? Explain.
- What do you think about \_\_\_\_\_?
- What is most important?
- Prioritize \_\_\_\_\_ according to \_\_\_\_\_.
- What criteria would you use to assess \_\_\_\_\_?
- What solutions would you suggest for \_\_\_\_\_?
- What ideas can you add?
- How does \_\_\_\_\_ compare/contrast to \_\_\_\_\_?

Question 1:

Question 2:

Question 3:

Question 4:

Question 5:

When you are done coming up with your questions, exchange with another group and answer each other's questions.

---

## Weapons of the Civil War—11<sup>th</sup> Grade Lesson—Poster Analysis

**Instructions:** After you have shared information from the poster with students from other groups and have come back to your original groups, with your groups, create 5 questions about the information you have learned. Questions can begin with the following question stems:

- Do you agree that \_\_\_\_\_? Explain
- What do you think about \_\_\_\_\_?
- What is most important?
- Prioritize \_\_\_\_\_ according to \_\_\_\_\_.
- What criteria would you use to assess \_\_\_\_\_?
- What solutions would you suggest for \_\_\_\_\_?
- What ideas can you add?
- How does \_\_\_\_\_ compare/contrast to \_\_\_\_\_?

Question 1:

Question 2:

Question 3:

Question 4:

Question 5:

**When you are done coming up with your questions, exchange questions with another group and answer each other's questions.**



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## Enrichment

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### 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 – Handout**

**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.

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## 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:

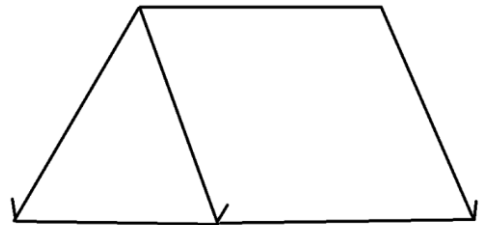
Set up a tent.

### 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.

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## 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.

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Confederate Col. Santos Benavides and the Battle of Laredo, Texas (1864)<sup>1</sup>  
By Rolando Avila

Characters (in order of appearance)

Narrator

Nurse

Col. Santos Benavides

Confederate Soldier

Union Soldier

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<sup>1</sup> The short play is heavily based on primary source material.

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## 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 2<sup>nd</sup> 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.



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## 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 Soldier:** 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**

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### 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?

## Appendix 1: College Level Lesson

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1. Visit and learn from the RGV Civil War Trail Website:

To begin this activity please visit the following website, which belongs to the Rio Grande Valley Civil War Trail: (<http://www.utrgv.edu/civilwar-trail/>) on the left-hand side of the page, you will see a list of items that are in the trail including the counties of the valley. I want you to examine three unique stops on the trail. You will select one person, one place, and one event – and you will select them from different categories or county locations (the main options on the page). So, for example, you will learn about Zacate Creek (place) in Webb County, and then move to Starr County and learn about Juan Cortina (person), and then to Cameron County and learn about Brownsville during the Civil War (event). Make notes about what you learned. You should have a total of three unique combinations in your notes.

2. Conduct further research and write about it:

Then, you are going to go one-step further and do a little bit of research on one of the three things. For example, if you learned about Brownsville during the war from the trail website, use google to see images of what Brownsville looked like during the war and a newspaper story about the city during this time. Include this additional information in a written report and be sure to provide sources for the websites that you consulted. Be sure to include all three things and expand on the one you selected for further research.

Be sure to use best practices for using websites (<https://www.library.georgetown.edu/tutorials/research-guides/evaluating-internet-content>). Ask yourself, does a website have an “updated on” date that is within the last three years? Does the item on the website have an author or an attribution? Does the site appear to have a particular position or bias on an issue?

3. Reflection and Discussion:

Lastly, reflect on what the Civil War Trail tells us about the history of where we live, and explain it to your classmates.

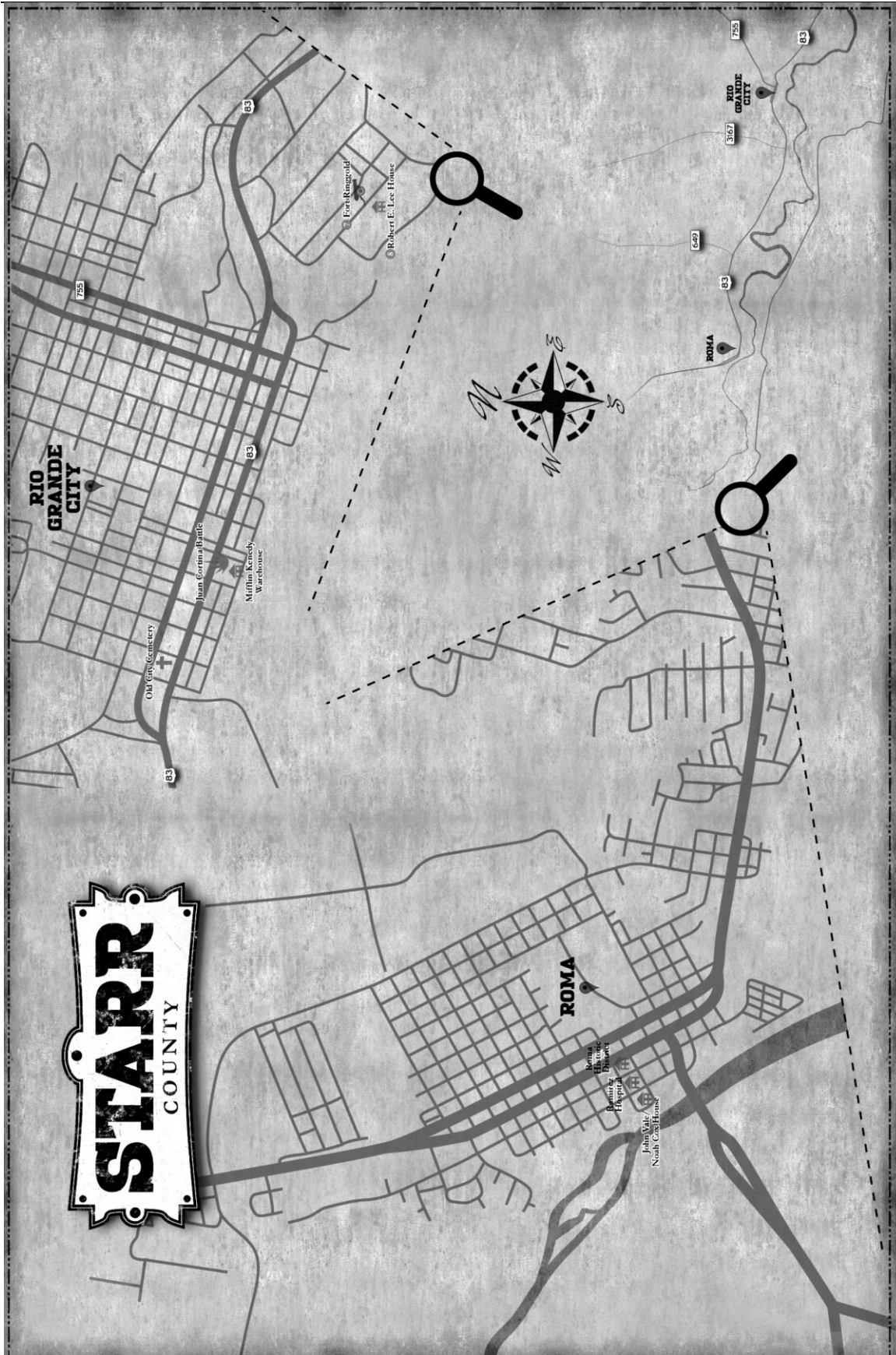
- Why do you think valley history is important for people to learn?
- What do you think is valuable about researching and studying the place where you live?



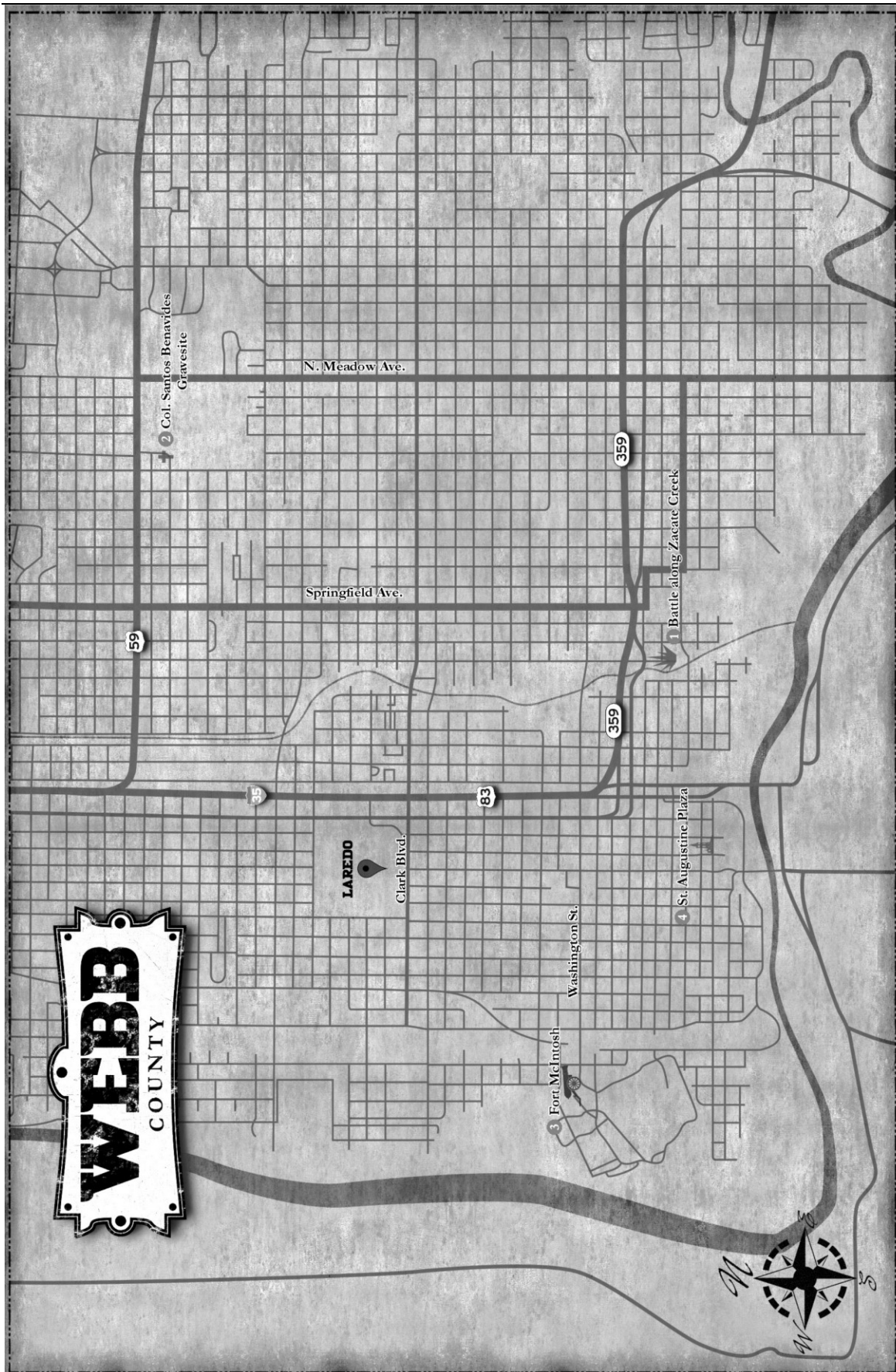
Appendix 2: Maps



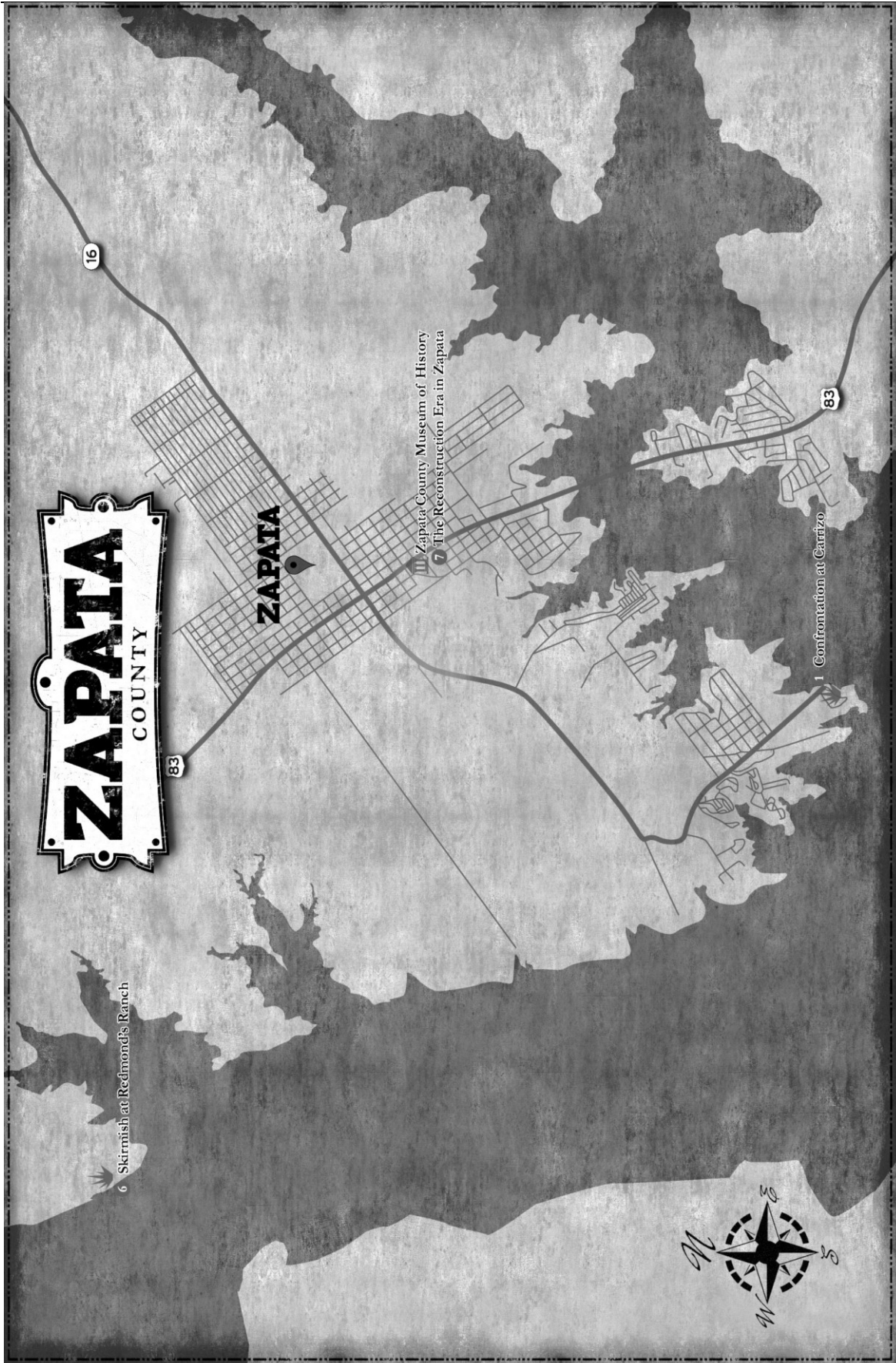














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## About the Authors

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Dr. Rolando Avila earned a Master of Arts degree in History and a Doctorate in Education from the University of Texas-Pan American. He has taught in public schools, community college, and at the university level. He has worked as a high school testing strategist, and he has participated in curriculum writing projects at the campus and district levels. Currently, he is lecturer of History at the University of Texas Rio Grande Valley. His most recent books include *Lincoln and the Bolts of War* (2018) and *The Civil War Era and the Rio Grande Valley: A Brief History* (2018).

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Mr. Jose R. Perez earned his MA in History from Texas A&M International University under the direction of the acclaimed Civil War scholar and Regents Professor Dr. Jerry Thompson. Mr. Perez teaches history at The Idea Academy in Weslaco, Texas. During the summer of 2017 he interned with the National Park Service and in conjunction with the CHAPS Program Team developed the posters and lesson plans herein.

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Dr. Megan Birk, earned her Ph.D. in United States history at Purdue University and is currently associated professor of history at the University of Texas Rio Grande Valley. She was an “early adopter” of the Rio Grande Valley Civil War Trail as part of her core United States history course on.

Additional copies of this book can be ordered at [www.lulu.com](http://www.lulu.com).

For more detailed coverage of the Civil War in the Rio Grande Valley, please see:

Miller, Christopher L., Russell K. Skowronek, and Roseann Bacha-Garza, *Blue and Gray on the Border: The Rio Grande Valley Civil War Trail*, College Station: Texas A&M Press, 2018.

Bacha-Garza, Roseann, Christopher L. Miller and Russell K. Skowronek, *The Civil War on the Rio Grande: 1846-1876*, College Station: Texas A&M Press, 2019.

For further educational tools and information on the Civil War in the Rio Grande Valley, go to our dedicated website and our mobile website:

[www.utrgv.edu/civilwar-trail](http://www.utrgv.edu/civilwar-trail)



<http://paal.oncell.com>



To access posters while reviewing lesson plans, please go to our dedicated website:

<http://www.utrgv.edu/civilwar-trail/academic/teaching/traveling-trunk-posters/index.htm>





