

# All-American II

## Overview of Studies



### **THE CIVIL WAR** **Brother Against Brother**

- Week 1: *The Road to Civil War*
- Week 2: *The Fighting Begins*
- Week 3: *War at Home & in Battle*
- Week 4: *Turning Points in the War*
- Week 5: *Hardships of War*
- Week 6: *The Union is Preserved*

### **SETTLING THE WEST** **Cowboys, Pioneers & Lawless Towns**

- Week 7: *Reconstruction After War*
- Week 8: *Politics of Reconstruction*
- Week 9: *Homesteads in the West*
- Week 10: *Railroads Span the Country*
- Week 11: *Cowboys & Cattle Drives*
- Week 12: *Final Struggles of Native Americans*
- Week 13: *The Wild West*

### **INDUSTRIALIZATION, IMMIGRATION & THE GROWTH OF BIG CITIES** **New Ways of Doing Almost Everything**

- Week 14: *The Dreams of Immigrants*
- Week 15: *American Opportunities*
- Week 16: *Industrialization*
- Week 17: *American Cities*
- Week 18: *American Inventors*
- Week 19: *The New York Subway*

### **A NEW CENTURY & HARD TIMES** **Depression & War**

- Week 20: *Teddy Roosevelt & the Progressives*
- Week 21: *World War I*
- Week 22: *The Roaring 20's*
- Week 23: *The Stock Market Crash*
- Week 24: *The Great Depression*
- Week 25: *Hard Times & FDR*
- Week 26: *The War in Europe*
- Week 27: *World War II*
- Week 28: *World War II Battles*
- Week 29: *World War II Ends*

### **BACK ON THE HOME FRONT** **Contented Times, Civil Rights & Communism**

- Week 30: *The 1950's*
- Week 31: *The Fight for Civil Rights*
- Week 32: *John F. Kennedy*
- Week 33: *The Vietnam War*

### **THE SPACE AGE ARRIVES** **The Challenge of the Future**

- Week 34: *Space Exploration*
- Week 35: *To the Moon!*
- Week 36: *Life in America Today*





# All-American II

## The Road to Civil War

### Teaching Notes

Week 1

#### **Weekly Overview:**

The Civil War began far before the first shots were fired at Fort Sumter. This week's material will cover some of the events that led up to the conflict, and some of the leading players in the discussion over slavery – Harriet Tubman, Frederick Douglass, and Abraham Lincoln; and Jefferson Davis, who would become the Confederacy's first president. They'll also learn about the rush to form armies on each side, the drilling needed to become an effective fighting force at the time, and the first battles at Fort Sumter and Bull Run.

#### **Cultural Touchpoints:**

The nation was brimming with possibilities just before the war. The west was opening up, railroad track was being laid down at a brisk pace, and new inventions abounded. Nevertheless, the practice of slavery stained the nation's conscience and divided the slave-holding, plantation-bound South from the industrial, abolitionist North. Then, Harriet Beecher Stowe published her book Uncle Tom's Cabin in 1852; its story ignited the abolitionist cause. Culturally, by the early 1860's, parlor conversation consisted primarily of war.

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#### **This Week's History Discussion Questions:**

##### DAY 1

##### **What was the issue that divided the North and South?**

The practice of slavery divided the nation and caused people to question what rights a state had, including whether or not they could secede from the United States. The war was fought to decide whether or not we would continue to be one nation, and what kind of nation that would be.

##### **What did the Fugitive Slave Act establish would be done with slaves who ran from their masters?**

Slaves were considered property and taken back to captivity. In addition, people could be jailed for helping them escape.

**What did the Supreme Court decide in the Dred Scott case?** The court ruled that blacks were not citizens, had no right to sue, and were private property whose owners could take anywhere, even into anti-slavery territories.

##### DAY 2

**For what was Allan Pinkerton famous?** Pinkerton was the nation's most famous private detective.

**How did Pinkerton successfully get Lincoln to Washington?** The detective put Lincoln on a special train, cut off telegraph communications between Philadelphia and Baltimore, and snuck Lincoln onto another train, pretending he was the brother of another agent.

##### DAY 3

**Why were the first volunteer soldiers only enlisted for 90 days of service?** They could not be enlisted for longer according to an old law from 1795.

**Why did some of these first volunteers need to repair railways and bridges?** Citizens from the region of Baltimore had burned bridges and wrecked the track to prevent troops moving into Washington, D.C.

##### DAY 4

**Why did Southern states think they had the right to secede?** Southerners felt that since they had chosen their own government back in Revolutionary times that they had the right to choose not to be a part of that government any longer.

**Why did Northern states think the Southern states did not have the right to secede?** Northerners felt that each of the states in the Union had joined together and agreed to abide by majority rule, and thus did not have the choice to leave when majority rule did not please them.

**Why do some Civil War battles have two names?** Southerners named the battles for nearby towns or villages, while Northerners named the conflicts for landmarks on or near the battlefield.

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#### **Notebooking Assignments:**

Begin a "Civil War Places" Map & Place Timeline Figures

#### **Website Links:**

Travel on the Underground Railroad - <http://www.nationalgeographic.com/features/99/railroad>

#### **DVD Suggestions:**

The Civil War - Watch "Episode One: The Cause"

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# All-American II

## The Road to Civil War

Week 1

RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
<b>FOR DISCUSSION</b>				
<i>Civil War for Kids</i>	Read Pages 1-6			Read Pages 7-11
<i>Mr. Lincoln's High-Tech War</i>	Read "The Spirit of Invention" Pages 6-9	Read Chapter 1 Lincoln's Secret Train Pages 10-15	Read Chapter 2 Lincoln Takes Command Pages 16-21	Read Chapter 3 The Anaconda Plan Pages 22-27
<i>America Can Do It! Readings</i>		Read "Be a Civil War Photographer"		
<i>Later American Picture Studies</i>	*Parent should read the introductory material for this resource		Assignment 1 & 2 - Getting to Know & Discovering a Picture	Assignment 3 - Sharing a Picture
<b>READING TOGETHER</b>				
<i>The Great Turkey Walk</i>	Chapter 1	Chapter 2	Chapter 3	Chapter 4-5
<b>STUDENT ASSIGNMENTS</b>				
<b>NOTEBOOK WORK</b>				
<i>"MYO" Amer Culture Magazine, Map Work &amp; Timelines in Hist.</i>		MAP: Start "Civil War Places" Map	MYO: Civil War Begins!	TIMELINES: Add this week's figures.
<b>GEOGRAPHY &amp; STATE STUDY</b>				
<i>State Notebook Pages OKLAHOMA</i>		Add information from "Kids Learn America" to your state outline map.	Draw state capital picture from "Kids Learn America" on your state mapping page.	Complete this week's State Fact Hunt Worksheet.
<i>Our 50 United States &amp; Kids Learn America</i>	<i>50 UNITED STATES:</i> Page 53	<i>KIDS LEARN AMERICA:</i> Read pages 78-81 and add info to your map.	<i>KIDS LEARN AMERICA:</i> Learn capital with "Lights, Camera..." - p. 79	
<b>CHOOSE AMONG THESE PROJECTS &amp; ACTIVITIES</b>				
<i>Civil War for Kids</i>			★ EASY ★ Create a Code Page 13	★ DIFFICULT ★ A Soldier's Uniform Page 14
<i>American Achievements Activity Pack</i>	★ EASY ★ Create a Civil War Cipher	★ EASY ★ Make and Use Homemade Ink		
<i>America Can Do It! Book</i>		★ EASY ★ Be a Civil War Photographer		

## Notes

### Websites:

#### **Take a Trip on the Underground Railroad**

National Geographic will help you on your way via the web:  
<http://www.nationalgeographic.com/features/99/railroad>

#### **A Neat PBS Website**

Take a virtual tour of slave quarters in the south, or listen to soldiers' words as they enter the War, and more by going to  
<http://www.pbs.org/wgbh/amex/lincolns/index.html>

### DVDs:

#### **Freedom of Us Webisode: "Wake Up America"**

This is an online video series. To watch it, go to  
[www.pbs.org/wnet/historyofus/menu.html](http://www.pbs.org/wnet/historyofus/menu.html) Click on "Webisode 4," which highlights the industrial revolution in America.

### **Civil War Video**

The video "The Civil War" by Ken Burns is a great choice for **older students** to watch. (*The pictures of some of the war dead may be disturbing to younger students.*) This film is the pinnacle of great historical docudramas, and will help your more advanced student to really understand the flow of the war. With many period photos, letters and diaries of actual veterans, and records from the era told in a fascinating way with intriguing music, this video is a masterpiece. It can be found on DVD or video at most book stores or in almost any library. **This week, view the first disc, "Episode One: The Cause."**



# Independent Study Schedule

## All-American II - Week 1

<i>BOOKS I NEED</i>	<i>DAY 1</i>	<i>DAY 2</i>	<i>DAY 3</i>	<i>DAY 4</i>
<b>NOTEBOOK WORK</b>				
<i>"MYO" Amer Culture Magazine, Map Work &amp; Timelines in Hist.</i>		MAP: Start "Civil War Places" Map	MYO: Civil War Begins!	TIMELINES: Add this week's figures.
<b>BIBLE</b>				
<i>Christian Cultural Values</i>		Them Are Fightin' Words	What Do You Stand For?	
<b>GEOGRAPHY &amp; STATE STUDY</b>				
<i>State Notebook Pages OKLAHOMA</i>		Add information from "Kids Learn America" to your state outline map.	Draw state capital picture from "Kids Learn America" on your state mapping page.	Complete this week's State Fact Hunt Worksheet.
<i>Our 50 United States &amp; Kids Learn America</i>	<i>50 UNITED STATES:</i> Page 53	<i>KIDS LEARN AMERICA:</i> Read pages 78-81 and add info to your map.	<i>KIDS LEARN AMERICA:</i> Learn capital with "Lights, Camera..." - p. 79	
<b>READING ASSIGNMENTS</b>				
<i>If I'm supposed to "tell back" what I read, I've marked it here.</i>				
<b>MATH ASSIGNMENTS</b>				
<b>SCIENCE ASSIGNMENTS</b>				

## Timeline Figures

### ★ **Timeline Figures to Place -**

Harriet Tubman, Harriet Beecher Stowe, Missouri Compromise, Kansas-Nebraska Act

Also: Nat Turner, Frederick Douglass, Compromise of 1850, Pony Express, if you didn't affix them last year.

### ★ **Mapping Project - Start a "Civil War Places" Map**

Start a map for your Timelines in History. Use the "United States: Political" template. Use the U.S. political map template, or the "Union and Confederate" template included in the *Old World Style United States Maps CD*. This week, color the seas and oceans blue, and all the states that were not official states at that time a color of your choice such as tan or light green. Color all the states that stayed with the Union a light blue, and all the states that went with the Confederacy in the south light gray. You'll find the map on this website ([http://www.civilwar.com/component/option,com\\_battlemap](http://www.civilwar.com/component/option,com_battlemap)) helpful as you work to build this map for several weeks. This online map is interactive, showing the places of key battles. When you click on each place, a short report of the battle is shown. This week, use this map as a guide, and label your map with state names. Label the bottom of the map as "Civil War Places." You can also find Civil War locations on pages 184-185 of "Atlas of World History" (AWH).

## Websites to Visit

### **Take a Trip on the Underground Railroad**

National Geographic will help you on your way via the web: <http://www.nationalgeographic.com/features/99/railroad>



# All-American II

## The Fighting Begins

### Teaching Notes

Week 2

#### **Weekly Overview:**

The Battle at Bull Run had destroyed the optimistic hope of Northerners that the war would be over almost before it began. Instead, the Anaconda Plan would become Lincoln's policy for winning the war. This plan called for closing off the South to the outside world by closing its ports so it could not trade for the things it needed to wage war, while also controlling the Mississippi River, effectively dividing the South. This would require a far larger navy than the one possessed by the Union, and required time to subdue coastal cities and wait for supply shortages to make continued fighting impossible. The plan determined the course of the war – a slow win.

#### **Cultural Touchpoints:**

As the war began, soldiers joined up quickly, hoping not to miss out on the "adventure" of fighting. First troops were sent out well-equipped, with high hopes of returning home within weeks or maybe months. Both sides believed the conflict would be short-lived. Southern men, especially, were contemptuous of their Northern counterparts, believing Northern soldiers to be weak and lacking a passion for a cause. And indeed, Lincoln had a tough road inspiring the country to stand behind his conviction that only in staying united would the country survive.

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#### **This Week's History Discussion Questions:**

##### DAY 1

**What position did Lincoln hold in regards to the armed forces?** Lincoln, just as all presidents are, was the Commander in Chief of the Army and Navy of the United States.

**Why was Lincoln able to effectually assume military command, when prior presidents had not?** Prior presidents had no practical way to stay in communication with the army on the field, but Lincoln had the newly installed telegraph, by which he could stay in touch and issue commands.

##### DAY 2

**What three army branches did George McClellan organize and what did they do?** Infantry, which fought on foot with guns; artillery, which fought with cannons and mortars; and cavalry, which rode horses and carried swords into battle.

**Why didn't McClellan head into battle after the battle at Manassas?** He was naturally a cautious man, and he believed exaggerated numbers he received from spies about the south's army size. He also sent spies to investigate a Confederate camp, losing a close friend of Lincoln's in the process, making him even more cautious.

##### DAY 3

**What two forts were constructed under the orders of General Albert Sidney Johnston?** For Henry and Fort Donelson.

**Where were these two forts located, and why were they built?** Fort Henry was on the Tennessee River, and Fort Donelson was on the Cumberland River. They were built to keep the Union army from advancing south.

**What northern commander defeated the forces at Fort Henry and Fort Donelson?** Brigadier General Ulysses S. Grant.

##### DAY 4

**What prevented the Virginia (the Merrimac) from wrecking completely the Union blockade?** The new ironclad, the Monitor, arrived and prevented the Virginia from further damaging the Union fleet.

**What innovations did the Monitor introduce to the world that would affect every future fighting ship?** She featured armor plating, motorized propulsion and turreted guns that can be aimed in any direction.

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#### **Notebooking Assignments:**

Continue Your "Civil War Places" Map & Place Timeline Figures

#### **Website Links:**

Did One of Your Ancestors Fight in the Civil War? - Look them up at <http://www.itd.nps.gov/cwss/>

#### **DVD Suggestions:**

The Civil War - Watch "Episode Two: A Very Bloody Affair" and "Episode Three: Forever Free"

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# All-American II

## The Fighting Begins

# Week 2

RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
<b>FOR DISCUSSION</b>				
<i>Civil War for Kids</i>		Read Pages 15-20	Pages 22-32	
<i>Mr. Lincoln's High-Tech War</i>	Read Chapter 4 Learning War Pages 29-37	Read Chapter 5 Riding the Winds of Battle - Pages 38-49	Start Chapter 6 The Ironclads Only Pages 50-53	Complete Chapter 6 The Ironclads Pages 55-66
<i>Learn About the Siege of Corinth - See below.</i>	Read Reading 1 & 2 Answer Questions from Corinth Packet	Read Reading 3 & Answer Questions from Corinth Packet	Read & Complete Visual Evidence 2-6 from Corinth Packet	Try an Activity from Corinth Packet
<i>America Can Do It! Readings</i>	Read "Be a Civil Cook"			
<i>Later American Picture Studies</i>	Assignment 4 & 5 - Timeline Information & Sketching a Picture		Assignment 6 - Evaluating a Picture	
<b>READING TOGETHER</b>				
<i>The Great Turkey Walk</i>	Chapter 6	Chapter 7	Chapter 8	Chapter 9
<b>STUDENT ASSIGNMENTS</b>				
<b>NOTEBOOK WORK</b>				
<i>"MYO" Amer Culture Magazine, &amp; Timelines in Hist.</i>			MYO: Telegraph Aids Our Cause!	TIMELINES: Add this week's figures.
<i>Map Work</i>	Complete "Railroads" Map 1 from Corinth Packet & File in Timeline	Add Locations to Your "Civil War Places" Map	Complete Visual Evidence 1 from Corinth Packet & File in Timeline	
<b>GEOGRAPHY &amp; STATE STUDY</b>				
<i>State Notebook Pages TEXAS</i>		Add information from "Kids Learn America" to your state outline map.	Draw state capital picture from "Kids Learn America" on your state mapping page.	Complete this week's State Fact Hunt Worksheet.
<i>Our 50 United States &amp; Kids Learn America</i>	<b>50 UNITED STATES:</b> Page 35	<b>KIDS LEARN AMERICA:</b> Read pages 82-85 and add info to your map.	<b>KIDS LEARN AMERICA:</b> Learn capital with "Lights, Camera..."-p. 83	
<b>CHOOSE AMONG THESE PROJECTS &amp; ACTIVITIES</b>				
<i>Civil War for Kids</i>		★ EASY ★ Drill Exercises Page 17	★ LT. PREP ★ Coffee Can Drum Page 21	★ LT. PREP ★ Berry Ink Page 37
<i>America Can Do It! Book</i>	★ EASY ★ Be a Civil War Cook			

## Notes

### Learn about the Siege of Corinth Near Shiloh

#### Print out an Corinth Packet from this website:

Corinth was an important location near Shiloh.  
<http://www.nps.gov/history/nr/twhp/wwwlps/lessons/113corinth/113corinth.htm>

You'll want to print out the "Setting the Stage," maps, readings, images and activities shown in the bottom left box. Clicking on each listed item will take you to that piece of material that you can print for your packet.

#### Did One of Your Ancestors Fight in the Civil War?

Look them up in this interactive database! [www.itd.nps.gov/cwss/](http://www.itd.nps.gov/cwss/)

### DVDs:

#### Civil War Video

"The Civil War" by Ken Burns is a great choice for **older students** to watch. (The pictures of some of the war dead may be disturbing to younger students.) **This week, view episodes 2 & 3: "A Very Bloody Affair" and "Forever Free."**



# Independent Study Schedule

## All-American II - Week 2

<i>BOOKS I NEED</i>	<i>DAY 1</i>	<i>DAY 2</i>	<i>DAY 3</i>	<i>DAY 4</i>
<b>NOTEBOOK WORK</b>				
<i>"MYO" Amer Culture Magazine, &amp; Timelines in Hist.</i>			MYO: Telegraph Aids Our Cause!	TIMELINES: Add this week's figures.
<i>Map Work</i>	Complete "Railroads" Map 1 from Corinth Packet & File in Timeline	Add Locations to Your "Civil War Places" Map	Complete Visual Evidence 1 from Corinth Packet & File in Timeline	
<b>BIBLE</b>				
<i>Christian Cultural Values</i>		Ouch! My Feet are Killing Me!		Understanding Your Place, Path & Purpose
<b>GEOGRAPHY &amp; STATE STUDY</b>				
<i>State Notebook Pages TEXAS</i>		Add information from "Kids Learn America" to your state outline map.	Draw state capital picture from "Kids Learn America" on your state mapping page.	Complete this week's State Fact Hunt Worksheet.
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<b>SCIENCE ASSIGNMENTS</b>				

## Timeline Figures

### ★ **Timeline Figures to Place -**

Abraham Lincoln, George McClellan

### ★ **Mapping Project - Continue Your "Civil War Places" Map**

This week, label the following places on your map that you've studied this last week and this week.

Remember to use this website – [http://www.civilwar.com/component/option,come\\_battlemap](http://www.civilwar.com/component/option,come_battlemap) – or (AWH-185).

Across Kansas, write "Bleeding Kansas" for the battle over the fate of this territory

Harper's Ferry, Virginia - John Brown leads Slave Uprisings

Charleston, South Carolina – Attack on Fort Sumter, April 12, 1861

Manassas, Virginia– First Battle of Bull Run (Manassas) outside Washington, D.C., July 21, 1861

Corinth, Mississippi – Battle of Shiloh, April 6-7, 1862

Hampton Roads, Virginia – Battle of the Ironclads, March 9, 1862

## Websites to Visit

### **Did One of Your Ancestors Fight in the Civil War?**

You can look them up at this new, interactive database! Wow! Go to: <http://www.itd.nps.gov/cwss/>