

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the 8<sup>th</sup> Grade Georgia Studies Course.

Georgia Studies 8 <sup>th</sup> Grade - Unit 5 – The Civil War	
<b>Elaborated Unit Focus</b>	<p>This unit will focus on the actions of <b>individuals, groups, and institutions</b> of the North and South and how they affected society in the United States. Students will realize that <b>conflict and change</b> was a predominant theme and had a major impact on society during the Civil War era. Planters struggled to find ways to maintain an established lifestyle, Others of the south depended upon the success of the planter for their meager livelihood For many, slavery became a moral struggle. Students will also acknowledge the economic changes in Antebellum Georgia, during the Civil War, and through Reconstruction in reference to <b>production, distribution, consumption</b>.</p>
<b>Connection to Connecting Theme/Enduing Understandings</b>	<p><b>Individuals, Groups, and Institutions:</b> The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p><b>Conflict and change:</b> The student will understand that when there is conflict between or within societies, change is the result</p> <p><b>Production, Distribution, Consumption:</b> The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society</p>
<b>GSE for Social Studies (standards and elements)</b>	<p><b>SS8H5 Analyze the impact of the Civil War on Georgia.</b></p> <p>a. Explain the importance of key issues and events that led to the Civil War; include slavery, states’ rights, nullification, Compromise of 1850 and the Georgia Platform, the Dred Scott case, Abraham Lincoln’s election in 1860, and the debate over secession in Georgia.</p> <p>b. Explain Georgia’s role in the Civil War; include the Union blockade of Georgia’s coast, the Emancipation Proclamation, Chickamauga, Sherman’s Atlanta Campaign, Sherman’s March to the Sea, and Andersonville.</p> <p><b>SS8H6 Analyze the impact of Reconstruction on Georgia.</b></p> <p>a. Explain the roles of the 13th, 14th, and 15th Amendments in Reconstruction.</p> <p>b. Explain the key features of the Lincoln, the Johnson, and the Congressional Reconstruction plans.</p> <p>c. Compare and contrast the goals and outcomes of the Freedmen’s Bureau and the Ku Klux Klan.</p> <p>d. Examine reasons for and effects of the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction.</p> <p>e. Give examples of goods and services produced during the Reconstruction Era, including the use of sharecropping and tenant farming.</p>

<p><b>Connection to Literacy Standards for Social Studies (reading and/or writing)</b></p>	<p><b>L6-8RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>L6-8RHSS2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>L6-8RHSS7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>L6-8WHST1: Write arguments focused on discipline-specific content.</b></p> <p><b>a.</b> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>b.</b> Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p><b>c.</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>d.</b> Establish and maintain a formal style.</p> <p><b>e.</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>L6-8WHST9:</b> Draw evidence from informational texts to support analysis reflection, and research</p>
<p><b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b></p>	<p><b>Map &amp; Globe Skills</b></p> <p>6. Use map key/legend to acquire information from historical, physical, political resource, product and economic maps.</p> <p><b>Information Processing Skills</b></p> <ol style="list-style-type: none"> <li>1. Compare similarities and differences</li> <li>2. Organize items chronologically</li> <li>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context.</li> <li>6. Identify and use primary and secondary sources</li> <li>11. Draw conclusions and make generalizations</li> <li>12. Analyze graphs and diagrams</li> <li>14. Formulate appropriate research questions</li> <li>17. Interpret political cartoons</li> </ol>

## Essential Questions and Related Supporting/Guiding Questions

<b>Enduring Understanding Conflict and Change</b>	<ol style="list-style-type: none"> <li>1. How can conflict cause change?             <ol style="list-style-type: none"> <li>a. How can something good for one be bad for another?</li> <li>b. How did the rebuilding of our nation cause so much turmoil for so many?</li> <li>c. How is change good for some and bad for others?</li> </ol> </li> </ol>
<b>Enduring Understanding Individuals, Groups, and Institutions</b>	<ol style="list-style-type: none"> <li>1. How can change designed to help society, also harm society?             <ol style="list-style-type: none"> <li>a. How can one individual cause so much damage?</li> <li>b. How can a group be good for some and bad for others?</li> <li>c. Is change always good for a society?</li> </ol> </li> </ol>
<b>Enduring Understanding Production, Distribution, Consumption</b>	<ol style="list-style-type: none"> <li>1. How can location and beliefs impact economic decisions?             <ol style="list-style-type: none"> <li>a. How does where we live impact how we live?</li> <li>b. What was the immediate and long-term effect of goods and services produced during this era?</li> </ol> </li> </ol>

## Sample Instructional Activities/Assessments

### “The Rail Splitter...” Political Cartoon Activity

Description – This activity should be used after the students have studied Lincoln’s election in 1860. Using what they learned, they should be able to analyze Joseph E. Baker’s political cartoon of Andrew Johnson and Abraham Lincoln “repairing the union” to answer the Observer-Reflect-Question questions. Document and questions are attached below.

**Source for political cartoon:**

[https://en.wikipedia.org/wiki/Portal:American\\_Civil\\_War/Selected\\_picture/Archive2008](https://en.wikipedia.org/wiki/Portal:American_Civil_War/Selected_picture/Archive2008)

**TEACHER NOTE:** Lincoln was often referred to as the "RAIL SPLITTER". “It originated in the Illinois State Republican Convention at Decatur on 9 May 1860, when Richard J. Oglesby, later governor of Illinois, and John Hanks, who had lived with the Lincolns, marched into the convention hall with two fence rails placarded, "Abraham Lincoln, The Rail Candidate for President in 1860." Lincoln had worked as a soldier, a postmaster, a surveyor, a tavern keeper, and a rail splitter before pursuing law and politics, and the nickname capitalized on his humble beginnings. The sobriquet caught on at the national convention at Chicago, spread quickly over the North, and became a valuable campaign asset.”

**Source:** "Rail Splitter." Dictionary of American History. . Encyclopedia.com. 13 Dec. 2016

<<http://www.encyclopedia.com>>.

<b>GSE Standards and Elements</b>	<p><b>SS8H5 Analyze the impact of the Civil War on Georgia.</b></p> <p>a. Explain the importance of key issues and events that led to the Civil War; include slavery, states’ rights, nullification, Compromise of 1850 and the Georgia Platform, the Dred Scott case, Abraham Lincoln’s election in 1860, and the debate over secession in Georgia.</p>
<b>Literacy Standards</b>	<p><b>L6-8RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>L6-8RHSS7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
<b>Social Studies Matrices</b>	Interpret political cartoons
<b>Enduring Understanding(s)</b>	Conflict and change



## "The Rail Splitter at Work Repairing the Union."



**Note:** The image represents a drawing by Joseph E. Baker of Abraham Lincoln and Andrew Johnson. Johnson is trying to sew the globe back together while Lincoln is attempting to move the globe using a **split rail**.

### Observe:

- 1) What do you first notice about this painting?
- 2) Describe what you see in relation to what Lincoln is doing as well as Johnson.
- 3) What are they saying to each other?

### Reflect:

- 1) What do you think the creator of the image, Joseph E. Baker, is trying to portray through this political cartoon? Who is the intended audience?
- 2) What is the significance to the jobs each man is doing in the painting regarding our nation during the 1860 Presidential election?
- 3) What is a split rail? Why do you think Lincoln has this split rail?

### Question

- 1) How do you think this image would have been different had Lincoln NOT been elected in 1860. Why?

## Emancipation Proclamation Tiered Activity

**Description:** This tiered activity involves students analyzing the Emancipation Proclamation to complete the requirements. The activity has the original version of the Emancipation Proclamation and a modified version as well. Both are attached below. The modified version was modified using the website: <https://rewordify.com/> Using this website, you can modify this text in a variety of ways by changing the parameters based on your student(s) needs.

**The activity is developed in three tiers:**

- 1) Tier 1: Beginning and/or Developing Learners would complete activity 1. Students will also use the modified version of the Emancipation Proclamation attached. This version is denoted with an (\*) beside the title.
- 2) Tier 2: Proficient Learners will complete activity 2. These students will use the original text to complete the assignment.
- 3) Tier 3: Advanced Learners will complete activity 3 using the original version of the document.

Students will need:

- 1) Copy of the 6 C’s document analysis sheet as found here: <https://doingsocialstudies.com/2013/12/16/analysis-worksheets-evidence-and-primary-documents/>
- 2) A copy of the tiered assignment assigned to them by the teacher based on their readiness or achievement level in 8<sup>th</sup> grade Georgia Studies.
- 3) Materials necessary to complete the tiered assignment given to them

**NOTE: All materials and documents needed for this activity are found below with directions on each for the student.**

<b>GSE Standards and Elements</b>	<p><b>SS8H5 Analyze the impact of the Civil War on Georgia</b></p> <p>b. Explain Georgia’s role in the Civil War; include the Union blockade of Georgia’s coast, the Emancipation Proclamation, Chickamauga, Sherman’s Atlanta Campaign, Sherman’s March to the Sea, and Andersonville.</p>
<b>Literacy Standards</b>	<p><b>L6-8RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary causes.</p> <p><b>L6-8QHAR9:</b> Draw evidence from informational texts to support analysis reflection, and research</p>
<b>Social Studies Matrices</b>	<p>Interpret political cartoons</p>
<b>Enduring Understanding(s)</b>	<p>Conflict and change</p>

## The Emancipation Proclamation

By the President of the United States of America:

A Proclamation.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

"That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States."

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth[]), and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

By the President: ABRAHAM LINCOLN  
WILLIAM H. SEWARD, Secretary of State.



## **The Emancipation Proclamation\***

By the President of the United States of America:

A Legal announcement.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a legal announcement was issued by the President of the United States, containing, among other things, the following, in other words:

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all people held as slaves within any State or selected/named part of a State, the people (of what/of which/of whom) will then be in fighting against authority against the United States, will be then, from that moment onward, and forever free; and the Executive Government of the United States, including the military and naval authority of that/of it, will recognize and maintain the freedom of such people, and will do no act or acts to control and try to hide such people, or any of them, in any efforts they may make for their actual freedom.

"That the Executive will, on the first day of January (earlier-said), by legal announcement, select/name the States and parts of States, if any, in which the people of that/of it, (match up each pair of items in order), will then be in fighting against authority against the United States; and the fact that any State, or the people of that/of it, will on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections (in which/during which/in what way/in what) a majority of the qualified people (who vote) of such State will have participated, will, without strong opposing statements (in court), be thought of/considered (believable information that proves something) that such State, and the people of that/of it, are not then in fighting against authority against the United States."

Now, therefore I, Abraham Lincoln, President of the United States, because of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed fighting against authority against the authority and government of the United States, and as a fit and necessary war measure for stopping said fighting against authority, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and (going along with/obeying) my purpose so to do publicly announced for the full period of one hundred days, from the day first above talked about/said, order and select/name as the States and parts of States (in which/during which/in what way/in what) the people of that/of it (match up each pair of items in order), are this day in fighting against authority against the United States, the following, in other words:

Arkansas, Texas, Louisiana, (except the (areas controlled by a church) of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Rise, Idea (you think is true), Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties selected/named as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth[)]\_), and which excepted parts, are for the present, left exactly as if this legal announcement were not issued.

And because of the power, and for the purpose (earlier-said), I do order and declare that all people held as slaves within said selected/named States, and parts of States, are, and from now on will be free; and that the

Executive government of the United States, including the military and naval people in charge of that/of it, will recognize and maintain the freedom of said people.

And I hereby order/prohibit upon the people so declared to be free to stop from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such people of good condition, will be received into the armed service of the United States to fort forts, positions, stations, and other places, and to man ships of all sorts in said service.

And upon this act, honestly believed to be an act of justice, warranted by the Constitution, upon military need, I call for/use the kind and thoughtful judgment of people, and the kind and giving favor of God.

In witness (of what/of which/of whom), I have (on this document) set my hand and caused the seal of the United States to be attached.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

By the President: ABRAHAM LINCOLN

WILLIAM H. SEWARD, Secretary of State.

## THE 6 C'S of PRIMARY SOURCE ANALYSIS

### CONTENT

Main Idea  
*Describe in detail what you see.*

### CITATION

Author/Creator  
*When was this created?*

### CONTEXT

What is going on in the world, the country, the region,  
or the locality when this was created?

### CONNECTIONS

Prior Knowledge  
*Link the primary source to other things that you already  
know or have learned about.*

### COMMUNICATION

Point-of-view or bias  
*Is this source reliable?*

### CONCLUSIONS

How does the primary source contribute to our  
understanding of history?

What questions do you have about this source?

What other source might you need to gain a deeper understandings of the topic?



Georgia Department of Education

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## Emancipation Proclamation Tiered Activity 1

**Directions:** Read and annotate the Emancipation Proclamation. Once you finish, you are to complete a document analysis 6 C's to show your understanding of the document.

At the completion of the 6 C's document analysis, you are to complete the following activity to support your understanding of the following vocabulary words as they are used in the Emancipation Proclamation:

- 1) Utilizing the vocabulary words at the bottom of this page, locate these vocabulary words in the Emancipation Proclamation and highlight the words with a PINK highlighter.
- 2) Complete a vocabulary flip book for the following vocabulary words.
  - a. The flipbook must contain the dictionary definition of the word as it applies to the Emancipation Proclamation.
  - b. The word must be used in a sentence
  - c. There must be a visual (picture) description of the word for at least 7 of the 10 words.

- 1) Proclamation
- 2) Rebellion
- 3) Thenceforward
- 4) Aforesaid
- 5) Virtue
- 6) Suppressing
- 7) Designate
- 8) Invoke
- 9) Affixed
- 10) Independence

## **Emancipation Proclamation Tiered Activity 2**

**Directions:** Using the copy of the Emancipation Proclamation provided to you, complete a document analysis 6 C's for both of these essays. At the completion of the document analysis, you are to complete the following activity using the attached copy of the Emancipation Proclamation:

- 1) Develop a creative Propaganda Poster on the Emancipation Proclamation
- 2) Your poster must convey your interpretation of the Emancipation Proclamation
- 3) This poster should be NEAT, COLORFUL, AND CREATIVE

### **Emancipation Proclamation Tiered Activity 3**

**Directions:** After you have read and annotated the Emancipation Proclamation, complete a document analysis 6 C's for both of these essays.

At the completion of the document analysis, you are to complete the following activity using the attached copy of the Emancipation Proclamation:

- 1) Using the Emancipation Proclamation that is attached, you are to write a “Modern Day 2017 Emancipation Proclamation”.
- 2) Use modern day vocabulary to write your proclamation.
- 3) In order to do this, you must pick a topic that you would like to “do away with”. You may choose from the following or a topic of your choice:
  - a. Lowering the driver’s license requirement age from 16 to 15
  - b. Reducing voting age 18 to 16
  - c. Age of work consent being lowered from 16 to 15
  - d. Topic of your choice



## Impact of Amendments on Georgia

Description-Students will complete a document analysis for each of the three Amendments studied (13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup>). All materials are attached with directions for the students. This activity includes the analysis of two primary sources (one for the 13<sup>th</sup> and one for the 15<sup>th</sup>) as well as an analysis of the 14<sup>th</sup> Amendment secondary source analysis. Each of the three Amendment sources (rather political cartoon or secondary source) have a type of analysis that students must complete. All materials needs and directions are attached below.

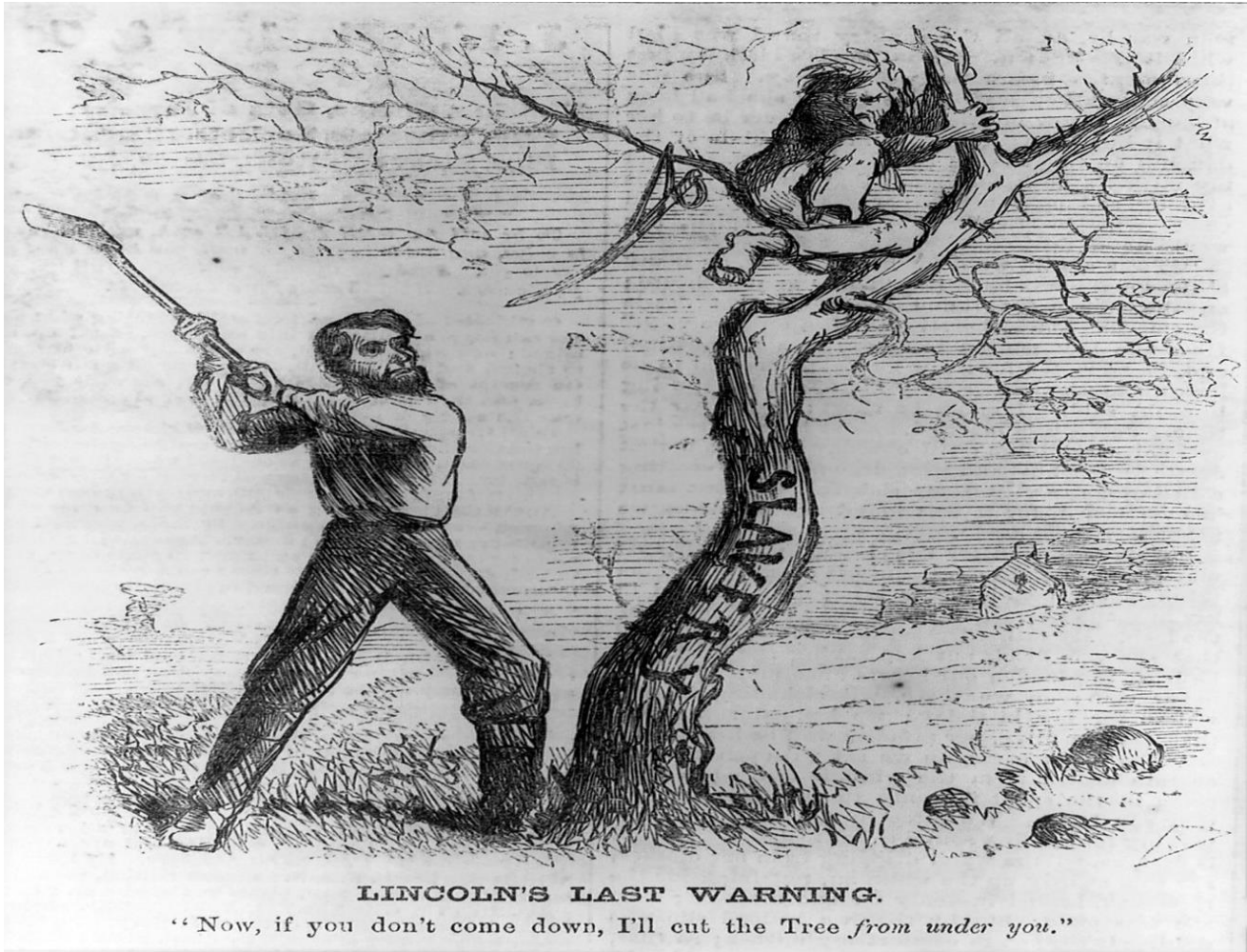
Students may use the following website to gain the understanding of how the amendments impacted Georgia prior to analyzing the three political cartoons: <http://www.georgiaencyclopedia.org/articles/history-archaeology/reconstruction-georgia>

- 1) 13<sup>th</sup> Amendment: Using the OIR questions, students analyze the document as they complete the questions.
- 2) 14<sup>th</sup> Amendment: Using the “Analyze a Written Document” analysis sheet from the National Archives website, students will analyze the secondary source that is an explanation of the 14<sup>th</sup> Amendment and what it meant to not only Georgia, but the United States.  
[https://www.archives.gov/files/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](https://www.archives.gov/files/education/lessons/worksheets/written_document_analysis_worksheet.pdf)  
(Attached)
- 3) 15<sup>th</sup> Amendment: Using the ORQ questions, students analyze the document as they complete the questions.

**NOTE: The picture for the 13<sup>th</sup> and 15<sup>th</sup> Amendment are needed to complete the next activity in the unit.**

<b>GSE Standards and Elements</b>	<p><b>SS8H6 Analyze the impact of Reconstruction on Georgia.</b></p> <p>a. Explain the roles of the 13th, 14th, and 15th Amendments in Reconstruction.</p>
<b>Literacy Standards</b>	<p><b>L6-8RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>L6-8RHSS7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
<b>Social Studies Matrices</b>	<p>Identify and use primary and secondary sources; interpret political cartoons</p>
<b>Enduring Understanding(s)</b>	<p>Individuals, groups, institutions; Conflict and change</p>

## “Lincoln’s Last Warning”



### Observation

1. Study the image for 2 minutes. Form an overall impression of the image and then examine individual items and/or people.
2. List the people, objects, and activities in the image that you notice.

### Inference

1. Based on what you have observed above, list three things you might infer or conclude from this image.

### Further Reflection:

1. What questions does this image raise in your mind?
2. Where could you find answers to them?

Source: [https://pt.wikipedia.org/wiki/Ficheiro:Lincoln%27s\\_Last\\_Warning,\\_October\\_1862.jpg](https://pt.wikipedia.org/wiki/Ficheiro:Lincoln%27s_Last_Warning,_October_1862.jpg)

## Analyze a Written Document

### Meet the document.

Type (check all that apply):

- |   |                                    |  |  |  |
|---|------------------------------------|--|--|--|
| <input type="checkbox"/> Letter                 | <input type="checkbox"/> Speech    | <input type="checkbox"/> Patent                  | <input type="checkbox"/> Telegram      | <input type="checkbox"/> Court document        |
| <input type="checkbox"/> Chart                  | <input type="checkbox"/> Newspaper | <input type="checkbox"/> Advertisement           | <input type="checkbox"/> Press Release | <input type="checkbox"/> Memorandum            |
| <input type="checkbox"/> Report                 | <input type="checkbox"/> Email     | <input type="checkbox"/> Identification document |  | <input type="checkbox"/> Presidential document |
| <input type="checkbox"/> Congressional document |                                    | <input type="checkbox"/> Other                   |  |  |

Describe it as if you were explaining to someone who can't see it.

Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?

### Observe its parts.

Who wrote it?

Who read/received it?

When is it from?

Where is it from?

### Try to make sense of it.

What is it talking about?

Write one sentence summarizing this document.

Why did the author write it?

Quote evidence from the document that tells you this.

What was happening at the time in history this document was created?

### Try to make sense of it.

What is it talking about?

Write one sentence summarizing this document.

Why did the author write it?

Quote evidence from the document that tells you this.

What was happening at the time in history this document was created?

### Use it as historical evidence.

What did you find out from this document that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



Materials created by the National Archives and Records Administration are in the public domain.

### **14th Amendment to the U.S. Constitution: Civil Rights (1868)**

Following the Civil War, Congress submitted to the states three amendments as part of its Reconstruction program to guarantee equal civil and legal rights to black citizens. The major provision of the 14th amendment was to grant citizenship to “All persons born or naturalized in the United States,” thereby granting citizenship to former slaves. Another equally important provision was the statement that “nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.” The right to due process of law and equal protection of the law now applied to both the Federal and state governments. On June 16, 1866, the House Joint Resolution proposing the 14th amendment to the Constitution was submitted to the states. On July 28, 1868, the 14th amendment was declared, in a certificate of the Secretary of State, ratified by the necessary 28 of the 37 States, and became part of the supreme law of the land.

Congressman John A. Bingham of Ohio, the primary author of the first section of the 14th amendment, intended that the amendment also nationalize the Federal Bill of Rights by making it binding upon the states. Senator Jacob Howard of Michigan, introducing the amendment, specifically stated that the privileges and immunities clause would extend to the states “the personal rights guaranteed and secured by the first eight amendments.” Historians disagree on how widely Bingham's and Howard's views were shared at the time in the Congress, or across the country in general. No one in Congress explicitly contradicted their view of the Amendment, but only a few members said anything at all about its meaning on this issue. For many years, the Supreme Court ruled that the Amendment did not extend the Bill of Rights to the states.

Not only did the 14th amendment fail to extend the Bill of Rights to the states; it also failed to protect the rights of black citizens. One legacy of Reconstruction was the determined struggle of black and white citizens to make the promise of the 14th amendment a reality. Citizens petitioned and initiated court cases, Congress enacted legislation, and the executive branch attempted to enforce measures that would guard all citizens' rights. While these citizens did not succeed in empowering the 14th amendment during the Reconstruction, they effectively articulated arguments and offered dissenting opinions that would be the basis for change in the 20th century.

(Information excerpted from *Teaching With Documents* [Washington, DC: The National Archives and Records Administration and the National Council for the Social Studies, 1998] p. 40.)



## “The First Vote”



**NOTE:** Artist by A. R. Waud created this image. It appeared as an illustration from the November 16, 1867, edition of *Harper's Weekly*. Ratified March 30, 1870, the Fifteenth Amendment to the U. S. Constitution stated that all male citizens were entitled to vote. Because the African American population was so large in many parts of the South, whites were fearful of their participation in the political process. Nevertheless, the Radical Republicans in the U.S. Congress were determined that African Americans be accorded all of the rights of citizenship.

### Observe:

- 1) What do you notice about the men? What are they doing? Why?
- 2) How are they different from one another?

### Reflect:

- 1) What does this make you think when analyzing this drawing?
- 2) Why do you think this image was made?
- 3) What can you learn from examining this drawing?

### Question:

- 1) If this painting was drawn today, how might it be different? Why?

## Battle On Words

Description-Students will complete the activity using definitions learned while studying the Civil War and the impact it had on Georgia. Students will battle out their words, and complete the written component after they decide what word wins. The format and directions are attached below.

<b>GSE Standards and Elements</b>	<p><b>SS8H5 Analyze the impact of the Civil War on Georgia.</b></p> <p>a. Explain the importance of key issues and events that led to the Civil War; include slavery, states’ rights, nullification, Compromise of 1850 and the Georgia Platform, the Dred Scott case, Abraham Lincoln’s election in 1860, and the debate over secession in Georgia.</p> <p>b. Explain Georgia’s role in the Civil War; include the Union blockade of Georgia’s coast, the Emancipation Proclamation, Chickamauga, Sherman’s Atlanta Campaign, Sherman’s March to the Sea, and Andersonville.</p>
<b>Literacy Standards</b>	<p><b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>
<b>Social Studies Matrices</b>	<p>Draw conclusions and make generalizations</p>
<b>Enduring Understanding(s)</b>	<p>Conflict and change; Individuals, groups, institutions</p>



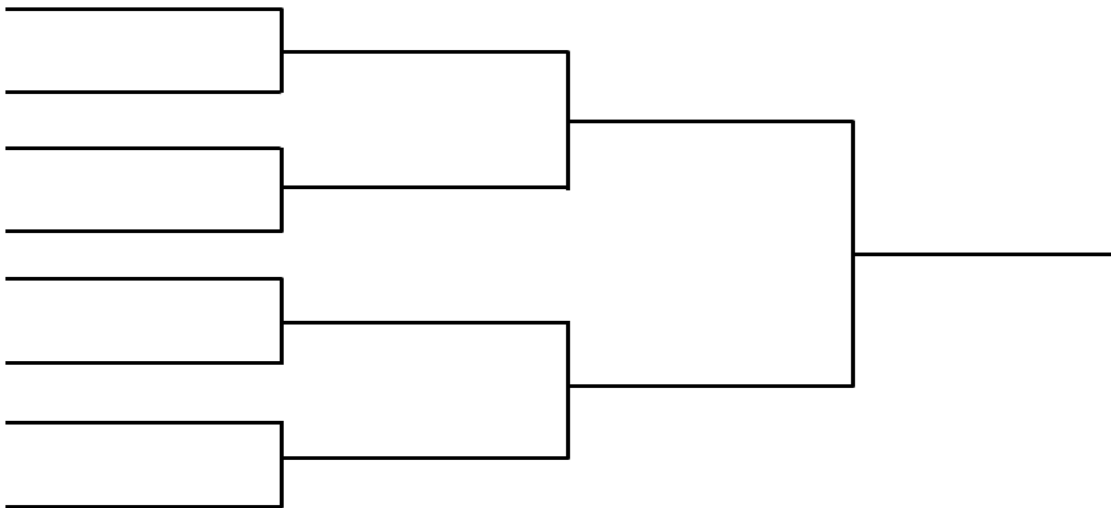
## Bracketology

*Your task: Create a tournament bracket with 8 terms that you learned while analyzing the impact of the Civil War on Georgia and battle them against each other to determine which is most important.*

***Your Directions:***

1. Create a chart on your own paper like the one below but without the words.
2. Choose 8 terms from the unit and write them on the lines in the far left column (the Elite 8) in any order.
3. For each pair of terms (there are four pairs total) decide which of the two terms was more important. Write that term on the next bracket to the right (the Final 4).
4. Under your bracket write **at least two sentences** explaining why that term is more important. (Number 1 would describe your first battle, number 2 the second and so on.)
5. Repeat 3 and 4 until your bracket is full and you've explained 7 total battles. (That would mean at least 14 total sentences.)

### Impact of Civil War on Georgia Bracketology

	
1.	<i>Term 1 provided this civilization with a very important resource needed to survive. Term 2 changed their government but did not have as long lasting of an impact.</i>
2.	<i>Etc.</i>
3.	<i>Etc.</i>
4.	<i>Etc.</i>
	<i>Final 4</i>
5.	<i>Etc.</i>
6.	<i>Etc.</i>
7.	<i>Etc.</i>
	<i>Championship</i>

## Be the Thing

Description-Students will need the two political cartoons (13<sup>th</sup> and 15<sup>th</sup>) from the activity-Impact of Amendments on Georgia (found in the above activity) in order to complete this exercise. The attachment below will need to be copied and distributed to students, along with access to the two political cartoons from the previous activity.

<b>GSE Standards and Elements</b>	<p><b>SS8H6 Analyze the impact of Reconstruction on Georgia.</b></p> <p>a. Explain the roles of the 13th, 14th, and 15th Amendments in Reconstruction.</p>
<p><b>Literacy Standards</b></p> <p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<p><b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>Interpret political cartoons</p> <p>Conflict and change; Individuals, groups, institutions</p>

## Be the Thing

**Your Task:** Write a short personal response as if you were a specific object the political cartoons you have analyzed regarding the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments. Your response should include both emotional and physical feelings of the object.

**Your response must:**

- Be at least two complete paragraphs in length.
- Describe the purpose and function of the object.
- Describe how the object might feel or what it might be thinking.
- Relate the significance of the “Things” feelings while considering what is taking place regarding each of the Amendments represented by the pictures.

*Example: The needle for Betsy Ross as she sewed the flag.*

Whoa! Where am I? I was just minding my own business and now “BOOM!” I’m here in her hand. Oh boy! What is this...? “Front stitch, back stitch, front stitch back stitch.” She keeps saying this late into the night. Every night. My mom told me I had a big job for our nation. I didn’t know Betsy would pick me. I can’t believe it! We are just starting, but this sure is a pretty shade of red my owner picked. But wow! THIS fabric is thick. IT really hurts as she pushed my through the fabric. I can’t let her down though. I can’t let my country down. I can’t believe I am helping her sew the flag that will represent our nation one day!

Ha, just think, if I hadn’t been here, Ms. Ross may not have been able to fulfill the job that George Washington has asked her to do. I’ll admit though, I’m a little jealous of my brothers and sisters right now that are quietly resting in her sewing kit. This is a lot of work! I will go down in history. No one ever considered how important my job was to help Betsy Ross sew this beautiful flag. Now *that* thing will go down in history! Nobody ever thinks of how important I am though. After all, Ms. Ross is a widow now, and she is trying to keep her upholstery business going. General George Washington asking her to sew a new flag to represent the first flag will surely bring her the recognition she needs to get her business in a better shape, and I am so thankful I can be the one to help her do this, for herself and her children. I also know that by me being the needle chosen to do the job will help ensure the Continental Congress promote national pride.

I know one day I’ll be rusty, and no one will think of me again. Hey, it happens to all of us. At least I know I’ll have served a great purpose. This woman and the flag are going to change the world and I got to be a part of it.

## Lincoln and Johnson Bio-Poem Activity

Description-Students are to complete the activity using what they have learned regarding Lincoln and Johnston and their impact on Georgia during Reconstruction.

<b>GSE Standards and Elements</b>	<p><b>SS8H6 Analyze the impact of Reconstruction on Georgia.</b></p> <p>a. Explain the roles of the 13th, 14th, and 15th Amendments in Reconstruction.</p> <p>b. Explain the key features of the Lincoln, the Johnson, and the Congressional Reconstruction plans.</p>
<b>Literacy Standards</b>	<p><b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>
<b>Social Studies Matrices</b>	n/a
<b>Enduring Understanding(s)</b>	Individuals, groups, institutions

### Bio-Poem

**Your Task:** Using what you have learned about Abraham Lincoln and Andrew Johnson, complete a Bio-Poem for EACH individual.

- Line 1 - Name:**
- Line 2 - Three traits:**
- Line 3 - He is from:**
- Line 4 - He cares deeply about...**
- Line 5 - He feels...**
- Line 6 - Three more traits**
- Line 7 - He gives...**
- Line 8 - He fears...**
- Line 9 - He would like to see...**
- Line 10 - Name, Years of life:**

**Example:**  
 Jackie Robinson  
 Talented, Black, Pioneer  
 He is from Georgia  
 He cares about representing his people  
 He feels black athletes should be allowed to play  
 Leader, Symbol, Baseball Player  
 He gives hope to the oppressed  
 He fears threats from racists  
 He would like to see equality between races  
 Jackie Robinson (1919-1972)

## “How can conflict lead to change?”

Description-Students will need access to the two documents from the internet in order to complete the following activity. The two articles listed below offer the perspective of what both the Freedman’s Bureau and the Ku Klux Klan meant to Georgia at this time, and the impact that each had on Georgia both during and after Reconstruction.

Step 1: Students are to create two (2) T CHARTs

Step 2: 1<sup>st</sup> T CHART title it GOALS. Students will list the goals of the Freedman’s Bureau on the left side column and the goals of the Ku Klux Klan on the right side column. Students will need at least 5 goals from each group of people.

Step 3: 2<sup>nd</sup> T CHART title is OUTCOMES. Students will write the outcome for EACH of the 5 goals they listed for the Freedman’s Bureau on the left and the outcomes for EACH of the 5 goals for the Ku Klux Klan on the right column.

Step 4: Using the two T CHARTS (1 listing the GOALS and 1 listing the OUTCOMES), students will use what they have learned to complete the attached activity Venn Diagram.

Step 5: Students will need to complete the Venn Diagram twice, once for the goals of both groups and one for the outcomes of both groups.

Step 6: **ENRICHMENT**: Students are to write a reflection based on what they learned from comparing the two groups of people to answer the question: **How does conflict lead to change?**

Freedman’s Bureau: <http://www.georgiaencyclopedia.org/articles/history-archaeology/freedmens-bureau>

Ku Klux Klan: <http://www.georgiaencyclopedia.org/articles/history-archaeology/ku-klux-klan-reconstruction-era>

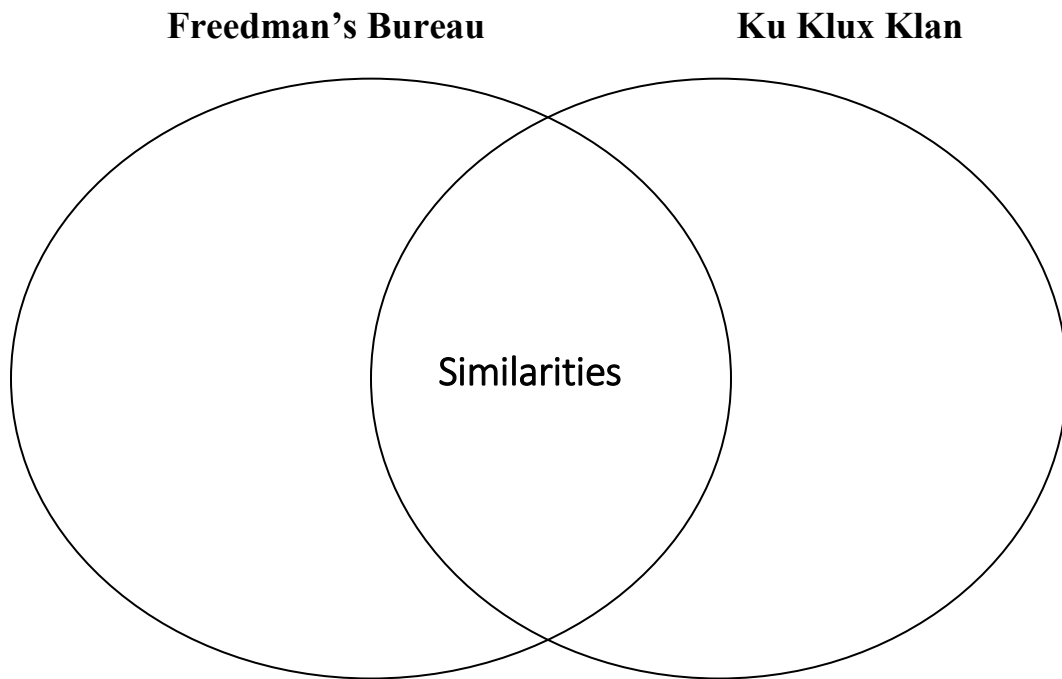
<b>GSE Standards and Elements</b>	<p><b>SS8H6 Analyze the impact of Reconstruction on Georgia.</b></p> <p>c. Compare and contrast the goals and outcomes of the Freedmen’s Bureau and the Ku Klux Klan.</p>
<b>Literacy Standards</b>	L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
<b>Social Studies Matrices</b>	<b>Identify and use primary and secondary sources; Draw conclusions and make generalizations</b>
<b>Enduring Understanding(s)</b>	<b>Conflict and change; Individuals, groups, institutions</b>

***How does conflict lead to change?***  
**Venn Diagram**

Your task: Copy and complete the following chart to compare and contrast the goals and outcomes of both the Freedman’s Bureau and the Ku Klux Klan.

Instructions:

1. Copy the chart below onto your own paper but make it BIG. Do this TWO times (1 for the goals of the Freedman’s Bureau and 1 for Ku Klux Klan and 1 for the outcomes of the goals for both groups.)
2. Write the name of the group you are comparing above the correct side of the circle
3. In the first circle list 3 of 5 the unique characteristics you learned and noted on your T CHART document.
4. In the second circle list 3 of the 5 unique characteristics of the Ku Klux Klan you learned and noted on your T CHART document.
5. In the middle section list 2 shared characteristics of both groups of people.
6. DO #2-5 above AGAIN for the outcomes of both groups of people.



**ENRICHMENT:** Write a reflection using what you have learned about the two groups to answer the question: **How does conflict lead to change?** Make sure you cite information and facts learned as you investigated the impact both groups had on Georgia during this period.



## “It’s in the Song”

Description-Using what students have learned about the reasons for and effects of removing African Americans or Black legislators from the Georgia General Assembly during Reconstruction, students should complete the activity using a song of their choice. Students must make sure that the song they pick is appropriate to be shared in class, as students should listen to the original version prior to students sharing their version of the song re-write.

Directions and what students should do are listed below.

<b>GSE Standards and Elements</b>	<p><b>SS8H6 Analyze the impact of Reconstruction on Georgia.</b></p> <p>d. Examine reasons for and effects of the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction.</p>
<b>Literacy Standards</b>	<p><b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>
<b>Social Studies Matrices</b>	N/A
<b>Enduring Understanding(s)</b>	Conflict and change

## *Song Rewrite*

**Your Task:** Take any song and rewrite the lyrics to include information about what you learned about the removal of the blacks from the Georgia General Assembly during Reconstruction. You must rewrite the entire song and it should rhyme. Include the lyrics to the original song as well. The information must be complete and accurate.

**NOTE:** The song **MUST** be appropriate to share in class.

Your song must:

- Rhyme
- Change every word of the song
- Include multiple facts about the event
- Include any key people involved in the event

## Sharecropping

Description-Students will complete the Cause and Effect chain based off the information presented in class regarding the use of sharecropping and its impact on Georgia during the Reconstruction Era.

Students may also be provided the following two websites to provide the background knowledge needed to complete the activity.

- 1) <http://www.history.com/topics/black-history/sharecropping>
- 2) <http://www.pbs.org/tpt/slavery-by-another-name/themes/sharecropping/>

<b>GSE Standards and Elements</b>	<p><b>SS8H6 Analyze the impact of Reconstruction on Georgia.</b></p> <p>e. Give examples of goods and services produced during the Reconstruction Era, including the use of sharecropping and tenant farming.</p>
<b>Literacy Standards</b>	<p><b>L6-8RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources</p>
<b>Social Studies Matrices</b>	<p>Organize items chronologically</p>
<b>Enduring Understanding(s)</b>	<p>Conflict and change</p>

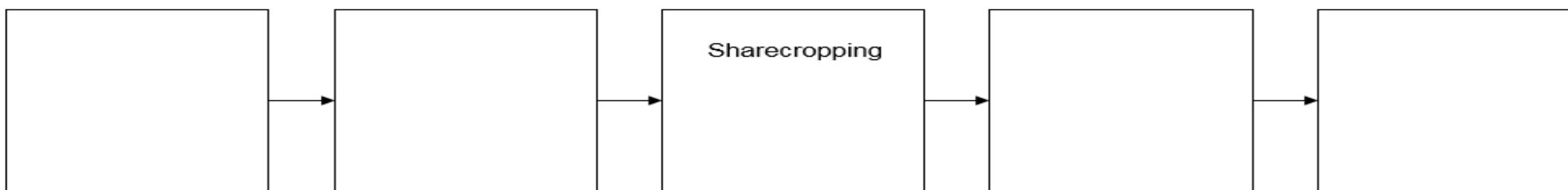
# Cause and Effect Chain

## Sharecropping

**Your task:** Copy and complete the following chart for sharecropping showing the other events that led to it and resulted from it.

**Instructions:**

1. Copy the chart below onto your own paper.
2. Write Sharecropping in the middle box [box 3] as shown.
3. In box 2 write an event that caused the event in box 3. Include a short explanation (at least one complete sentence) about the event.
4. In box 1 write an event that caused the event in box 2. Include a short explanation (at least one complete sentence) about the event.
5. In box 4 write an event that was an effect of (was caused by) the event in box 3. Include a short explanation (at least one complete sentence) about the event.
6. In box 5 write an event that was an effect of (was caused by) the event in box 4. Include a short explanation (at least one complete sentence) about the event.



7. Look over the chart you just made. When you consider the causes and effects of Sharecropping in the center does it make you think that event was very important in history or not? Write an **A(nswer)R(eason)E(vidence)** statement explaining your answer.

- A: \_\_\_\_\_ is / is not a very important event in history
- R: because \_\_\_\_\_
- E: This is proven by \_\_\_\_\_ which shows \_\_\_\_\_

## “You be the Reporter”

Description: Students are to complete this project based on what they have learned about the impact of Reconstruction on Georgia. Students are to create a newscast as if they were living in Georgia during this time period. All directions needed are below, however, they will need the material regarding standard SS8H6

<b>GSE Standards and Elements</b>	<p><b>SS8H6 Analyze the impact of Reconstruction on Georgia.</b></p> <p>a. Explain the roles of the 13th, 14th, and 15th Amendments in Reconstruction.</p> <p>b. Explain the key features of the Lincoln, the Johnson, and the Congressional Reconstruction plans.</p> <p>c. Compare and contrast the goals and outcomes of the Freedmen’s Bureau and the Ku Klux Klan.</p> <p>d. Examine reasons for and effects of the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction.</p> <p>e. Give examples of goods and services produced during the Reconstruction Era, including the use of sharecropping and tenant farming.</p>
<p><b>Literacy Standards</b></p> <p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<p><b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>Individuals, groups, institutions; Conflict and change</p>

## History Newscast

Your Task: Create a 3-5 minute video news report about the impact Reconstruction had on Georgia. You are to use what you learned while studying this in class to complete this task. Your newscast should be produced so that anyone who doesn’t know what the impact was of Reconstruction on Georgia was, that they would upon watching your video. You are setting the stage as if you live in Georgia during this time period.

This should include all of the key details of the events and at least one interview of a witness or person involved.

1. Write a 5 paragraph report on the impact of Reconstruction on Georgia as you have chosen.
2. Determine what each group member will be doing for the video (director, writer, actor, editor, etc.)
3. Create a story board and script for your video.
4. Create any costumes, props or backgrounds you’ll need for your video.
5. Rehearse, rehearse, and rehearse.
6. Film and edit your video.

## Culminating Unit Performance Task

### Was Sherman guilty of war crimes?

Description- Students are to complete the DBQ below to answer the question: Was Sherman guilty of war crimes?

Step 1: Using the video in the Hook, students should watch the video to gain an understanding of the definition of a war crime. Video title is “Philadelphia Man Accused Of Serving As Nazi Guard At Auschwitz Appears In Court” found by using this site: <https://www.youtube.com/watch?v=JdYB4qCTIkA>

Step 2: Students should be allowed to share out their thoughts regarding war crimes and terrorism.

Step 3: Students will need copies of the 5 documents in order to read and analyze them to support their claim rather or not they believe Sherman was guilty of war crimes.

Step 4: Students will complete the SAY-MEAN-MATTER sheet while analyzing the documents.

Step 5: Rubric is attached for teacher grading and student reflection

<b>GSE Standards and Elements</b>	<p><b>SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.</b></p> <p>b. State the importance of key events of the Civil War; include Antietam, Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville</p>
<b>Literacy Standards</b>	<p><b>L6-8WHST1:</b> Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<b>Social Studies Matrices</b>	<p>Analyze graphs and diagrams; Formulate appropriate research questions; Use map key/legend to acquire information from historical, physical, political resource, product and economic maps.</p>
<b>Enduring Understanding(s)</b>	<p>Conflict and change; Individuals, groups, institutions</p>

## Was Sherman guilty of War Crimes?



**Overview:** General William Tecumseh Sherman was considered a man of power. While destroying everything in his path, the wake of destruction was massive. While analyzing the different perspectives, answer the following question, Was Sherman guilty of War Crimes?

**Document A:** Sherman's March to the Sea

**Document B:** Was Sherman a war criminal?

**Document C:** Fateful Lighting: (Perspective 1)

**Document D:** Fateful Lighting: (Perspective 2)

**Document E:** UN say militants...

## **Hook:**

### **Teacher Note:**

The purpose of the Hook is to create some initial interest in the Mini-Q. Working in pairs or groups, students will examine documents that relate to question: **Was Sherman guilty of War Crimes?** The whole class can then have a brief discussion during which they share their answers. Throughout, it is important that students know they are being asked to make observations and guesses, so there are no wrong answers. While a clearer understanding of the

War Crimes may emerge during the Hook, please note that everyone's idea of the War Crimes may differ, it is important for the students to understand they are punishable by law. The Background Essay will help students gain a better understanding of what war crimes are and how Sherman's march was a pivotal point in the war.

### **Teaching Tips:**

The following video will give help students better understand war crimes. Understanding that war crimes are punishable, no matter when they took place, gives students a better understanding of how wars may be fought without war crimes being committed. The following documents will help the reader to understand that who Sherman was and the effect he had on Georgia. The reader will be given documents from opposing viewpoints, and it is up to them to determine **Was Sherman guilty of War Crimes?**

Students are to watch the video **“Philadelphia Man Accused of Serving as Nazi Guard at Auschwitz Appears in Court”** to gain insight into what a war crime is. The video link can be found by going to:

<https://www.youtube.com/watch?v=JdYB4qCTIkA>

### **Points to consider when analyzing the video:**

1. What are war crimes?
2. Can war crimes and terrorism be the same?

## Background Essay:

### WAR CRIMES:

War crimes may be committed by a country's armed forces, or by irregular armed forces, such as guerrillas and insurgents. Not only are soldiers or military and political leaders able to be punished for war crimes, but members of the judiciary, industrialists, and civilians who are enlisted by a belligerent to contravene the rules of war are liable as well.

War crimes are not to be confused with isolated instances of terrorism or single acts of rebellion, but they are punishable under the international rules of warfare. This means that they are ordinarily treated as criminal violations punishable under the domestic laws of the country in which they occur.

War crimes fall into one of three categories: crimes against peace, crimes against humanity, and traditional war crimes. Crimes against peace include the planning, commencement, and waging of aggressive war, or war in violation of international agreements. Aggressive war is broadly defined to include any hostile military act that disregards the territorial boundaries of another country, disrespects the political independence of another regime, or otherwise interferes with the sovereignty of an internationally recognized state. Wars fought in self-defense are not aggressive wars.

[http://www.encyclopedia.com/topic/war\\_crimes.aspx](http://www.encyclopedia.com/topic/war_crimes.aspx)

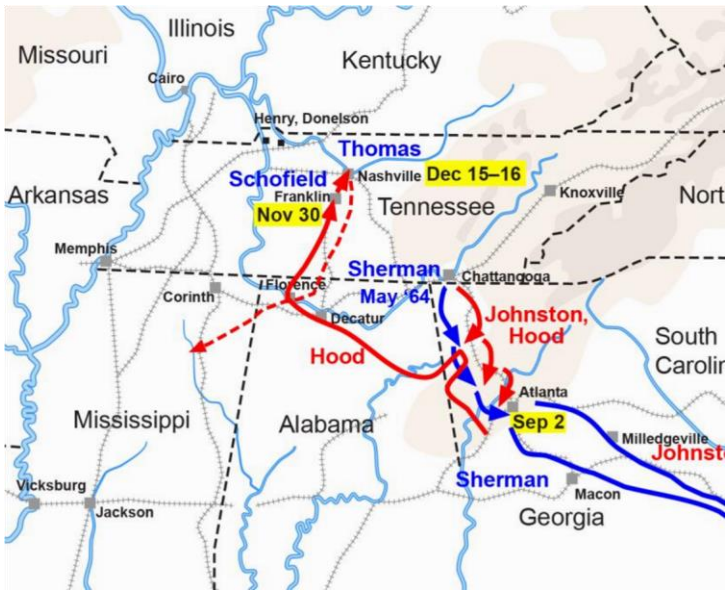
### Sherman:



### Devastation in the wake of Sherman's March to the Sea

In July of 1864, Major General William Tecumseh Sherman's troops approached Atlanta, which would set the stage for a total war against the people of Georgia, commonly called his "March To The Sea." Union general William T. Sherman abandoned his supply line and marched across Georgia to the Atlantic Ocean. His objective was to prove to the south that its government could not protect the people from invaders. He practiced psychological warfare; he believed that by marching an army across the state he would demonstrate to the world that the Union had a power the Confederacy could not resist. From Atlanta to Savannah, Sherman left a trail of destruction behind. The land was stripped the clean of all resources. What they could not use themselves, they destroyed so that nothing was left for the civilian population in the way of sustaining life.





William Tecumseh Sherman is the Union general that is blamed for countless depredations by his troops, from the burning of Atlanta and the looting and destruction of many North Georgia communities to the pillaging of a wide swath of the state in his March to the Sea.

<http://www.georgiaencyclopedia.org/articles/his-tory-archaeology/shermans-march-sea>

After analyzing all of the documents, answer the question: **Was Sherman guilty of War Crimes?**

**Document A: Sherman's March to the Sea**

Source: <http://classroom.mapshop.com/HISTORY/US/Civil-War-Southeast1863.asp> (retrieved: June 17, 2014)



**Document B: Was Sherman a war criminal?**

Georgia Department of Education

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**Source:** [http://atlantaforward.blog.ajc.com/2014/06/13/was-sherman-a-war-criminal/?ecmp=ajc\\_social\\_facebook\\_2014\\_sfp](http://atlantaforward.blog.ajc.com/2014/06/13/was-sherman-a-war-criminal/?ecmp=ajc_social_facebook_2014_sfp)

## **Yes: Sherman convicted by his own words**

By Stephen Davis

Maj. Gen. William Tecumseh Sherman, U.S. Army, stands accused of four counts of war crimes. By his own admission, he is guilty.

After World War II, the Nuremberg Charter defined war crimes as violations of the laws or customs of war. It lists several categories of offenses. Let us see how Sherman, on his own authority and under no orders from his superiors, violated the laws and customs of war.

**Murder or ill-treatment of civilians:** Union artillery had barely gotten into range of Atlanta when, on July 19, 1864, Sherman ordered a bombardment of the city's buildings: "No consideration must be paid to the fact they are occupied by families, but the place must be cannonaded." The Yankee guns fired their first shells on July 20, and within a few days, Confederate newspapers began reporting casualties. One shell wounded a woman and killed the child she was carrying in her arms. In my book, I have concluded that the victims were the wife and child of John M. Weaver, an engineer who lived on Walton Street.

Sherman maintained a perverse determination to shell Atlanta, denying that innocent civilians still lived there. "You may fire from 10 to 15 shots from every gun you have in position into Atlanta that will reach any of its houses," he ordered his artillery on Aug. 1. "Fire slowly and with deliberation between

4 p.m. and dark."

Three weeks later, the bombardment ceased only because Sherman gave up on his semi-siege of Atlanta and led most of his army toward Jonesboro

to break the Rebels' railroad supply line (this he did on Aug. 31, forcing Confederate evacuation of the city the next day). Civilian casualties of Sherman's 37-day bombardment are hard to count, but I estimate about 25 dead, and two or three times more wounded.

**Deportation of civilian population in occupied territory:** On Sept. 4, just days after his troops entered Atlanta, Sherman dictated his Special Field Orders 67: "The City of Atlanta being exclusively required for warlike purposes, will at once be vacated by all except the Armies of the United States." Civilians wishing to go south would be taken to Confederate lines under truce flags; the Rebels would then have to transport them on to Macon. The displaced could take some possessions, but most of their property, not to mention their homes, would be left behind.

The real shock was that Sherman expelled even those Atlantans who were Northern sympathizers ("secret Yankees"). They and their belongings would be taken by train to Nashville or other points north. Eventually, some 1,650 men, women and children were dumped into Confederate lines south of the city during September. (A handwritten list of their names is in the National Archives.) Probably an equal number went north. Sherman's forced expulsion of Atlanta's civilian population has been called by historian Mary Elizabeth Massey "the single largest forced evacuation of an entire city during the Civil War."

**Plunder of public or private property:** Maybe 50 families were allowed to stay during the Union occupation, which lasted till mid-November. This meant that most of the houses in the city were abandoned. Union officers moved into the nicer ones, but most of the Northern troops camped outside of town. To build their huts, the Yankees tore down houses, outbuildings and shacks.

Sherman's Field Order 67 allowed "buildings, barns, sheds, warehouses and shanties" to be so used, and they were. "All around fine houses are leaving, by piece-meal," wrote one of Sherman's men, "on the backs of soldiers. All these, to fix up quarters." For the civilians who came back to find their homes gone, Sherman would simply have told them that war is war — a kinder phrase than the one he is more famous for.

### **Wanton destruction of cities, towns or villages:**

Before he left Atlanta on his March to the Sea, Sherman ordered the destruction not only of railroad depots, factories, shops and warehouses in Atlanta, but whole blocks of the downtown business section along Whitehall and Peachtree streets. The engineers knocked down what they could, then blew up or burned what was left. Soldiers saw that "the engineers were having all the fun," as one put it, and set fires of their own throughout the city. Sherman never ordered the wholesale burning of Atlanta. He didn't need to; he knew what his veterans would do when he looked the other way.

"The boys commenced burning every house in (the northwest part) of the town," wrote Capt. James Ladd of the 113th Ohio. "The wind was blowing hard at the time, and soon that part of the city was gone." We'll never know how much of Atlanta was burned before Sherman rode out on Nov. 16. Estimates run from a quarter of the city to 80 percent or higher. Sherman was satisfied, as he announced later in a field order congratulating his men: "We quietly and deliberately destroyed Atlanta." The Yankees' destruction was not quiet, but it was certainly deliberate.

A few years ago, I participated in a "mock trial" of

General Sherman, staged by the historical society of Lancaster, Ohio, his home town. I was invited up to serve as prosecutor. We lost, of course: The three judges were Lancastrians playing U.S. generals, and the gallery was also stacked against us. It didn't

matter: I and my Southern witnesses argued our case strongly and passionately. In my closing statement, I addressed the judges: "Go ahead and justify him! Nobility, decency and civility have already been vanquished, ground into the red clay of Georgia by the heels of 100,000 Yankee soldiers under the direct command of William Tecumseh Sherman!"

I rest my case.

### **No: Property destroyed, but lives spared**

By John F. Marszalek

To many Southerners today, the name William Tecumseh Sherman conjures up an image of a brute, a remorseless destroyer who spread fire, rapine and death across a broad swath of Georgia and South Carolina, leaving behind little but ruined lives and smoking ruins. His men allegedly stole food and left children to starve. They supposedly shamed innocent women — or much worse. If Sherman did not commit these crimes personally, he nevertheless created the climate in which they took place.

To many Southerners then and still, Sherman violated every law of war imaginable. He was not a feeling human being; he was a cruel destroyer, a war criminal.

Such characterization is based on myth. Sherman did not burn Atlanta to the ground, "Gone With the Wind" notwithstanding. The city lost around 35 percent of its property, much of that military buildings and stores. The famous motion picture scene of Atlanta in flames actually depicted the fire resulting from Confederate Gen. John Bell Hood's explosion of ammunition as his army retreated from the city.

Similarly, Sherman did not wreak destruction 40 miles wide through Georgia, though his men did burn barns containing fodder that could be used by Confederate cavalry, and took horses as well as

livestock for their own use. A hefty percentage of destroyed property was the work of Confederate Joe Wheeler's cavalry, Confederate and Federal deserters, fugitive slaves and unscrupulous civilians. Sherman's men destroyed, but they had a lot of home-grown help. And the stories about the starvation of children and the molestation of women are simply not factual.

In truth, Sherman was a multi-faceted personality. He loved his wife and family and endured the death of two young children during the war. Both before and during this period, he corresponded with leading Americans, Southerners included, frequently quoting Shakespeare. He enjoyed Buffalo Bill's Wild West Show and P.T. Barnum's circus. He was a person of emotion, intelligence, ability and wit. He was no brute.

Why, then, did he bring American warfare to a new level of violence by attacking farms and fields, factories and even homes? Ironically, the reason was that he did not want to inflict unnecessary pain on old friends, individuals he had come to know when he lived many years in the South before the war. He wanted to end the war as quickly as possible with the least possible loss of life, so he substituted property damage for killing.

Rather than a vindictive punishment inflicted on Southerners, his March to the Sea was a product of his humanity. To be sure, the six-week march resulted in extensive property damage; but it produced a combined casualty total of only around 4,000, few of whom were civilians, and less than a tenth of the number of deaths suffered in Virginia during the same period.

Compare the six-week casualties of 4,000 in Georgia to the 24,000 casualties in two days at Shiloh and the 51,000 in three days at Gettysburg.

Consider too, that, in Pickett's Charge, which lasted around one hour on the third day of the Battle of Gettysburg, Robert E. Lee suffered 6,000 casualties of the 12,000 troops he ordered forward in the attack.

Dying at Lee's order in Pickett's Charge came to be considered heroic, however, but suffering the destruction of a house or a barn was not. Sherman's march created a helpless feeling among Southerners and contributed to large-scale desertions in Lee's army as men rushed southward to try to protect family and home. These feelings of shame and helplessness go far in explaining why many Southerners still cannot forgive Sherman.

At the beginning of the war, Sherman did fight a gentleman's war, as it was then understood. But he recoiled at the extensive loss of life and created a new strategy of destruction, a form of warfare which characterized later wars where the aerial bombing of cities was common. In the 21st century, "shock and awe" tactics against Baghdad and drones against terrorists have raised few eyebrows. Many Americans have even come to believe that torture is acceptable.

Sherman's employment of violence against property was psychological warfare designed to bring a murderous war to a swift end. He was hardly a war criminal. More accurately, he was the American pioneer of modern war. Later generations have repeated his ideas, yet no one of these leaders has ever suffered the condemnations hurled at Sherman or been accused of being a war criminal.

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**Document C: Fateful Lightning: Was Sherman’s March To the Sea a War Crime?**

**Perspective 1:**

**Source:** <http://emergingcivilwar.com/2013/05/17/fateful-lightning-was-shermans-march-to-the-sea-a-warcrime-part-ii/> May 12, 2013 by Meg Thompson

*You might as well appeal against the thunder-storm as against these terrible hardships of war. They are inevitable, and the only way the people of Atlanta can hope once more to live in peace and quiet at home, is to stop the war, which can only be done by admitting that it began in error and is perpetuated in pride.*

If war is a thunderstorm, then from November 15 until December 21, 1864, Union General William Tecumseh Sherman and his 62,000 soldiers were the lightning of that particular storm.

Sherman’s March began after the fall of Atlanta, on September 2, 1864. Many see photographs of Atlanta, or remember Rhett Butler driving Scarlett O’Hara away from what was actually the controlled burning of old sets from the 20th Century Production Company and think the depredations of Sherman’s March to the Sea started early. It comes as a surprise to many that Sherman was not responsible for the complete devastation of Atlanta. A reading of Sherman’s correspondence among himself, Generals Grant and Halleck on the Union side, and General John Bell Hood of the Confederacy clearly displays Sherman’s concern for the citizens of Atlanta. Apparently General Hood’s intent was to burn all military supplies and political information before they could get into Yankee hands, but most of Atlanta was made of wood, and the winds were high.

In early September, Sherman was in contact with Hood concerning the welfare of the citizens of Atlanta. He sent official communications to the Confederate commander, asking his help in removing the women, children, and older people to a safer environment. Hood, a law unto himself, responded by informing Sherman that even an

appeal to “God, in the cause of humanity,” was not enough to gain his cooperation. Hood probably felt that God, given the choice, would stay and fight the Yankees.

Frustrated, Sherman replied:

*In the name of common sense, I ask you not to appeal to a just God in such a sacrilegious manner . . . If we must be enemies, let us be men, and fight it out as we propose to do, and not deal in such hypocritical appeals to God and humanity. God will judge us in due time, and he will pronounce whether it be more humane to fight with a town full of women and the families of a brave people at our back or to remove them in time to places of safety among their own friends and people.*

Clearly, these are not the actions of a war criminal, although those of Hood remain somewhat suspect.

Sherman sent copies of all his memoranda to Lincoln’s Chief-of-Staff, General Henry Halleck, in Washington, D. C. Halleck responded that Sherman had the full approval of the War Department for his efforts. Halleck goes further:

*Not only are you justified by the laws and usages of war in removing these people, but I think it was your duty to your own army to do so. Moreover, I am fully of opinion that war, the conduct of the enemy, and especially of non-combatants and*

*women of the territory which we have heretofore conquered and occupied, will justify you in gathering up all the forage and provisions which your army may require both for a siege of Atlanta and for your supply in your march farther into the enemy's country.... I have endeavored to impress these views upon our commanders for the last two years. You are almost the only one who has properly applied them. I do not approve of General Hunter's course in burning private houses, or uselessly destroying private property—that is barbarous; but I approve of taking or destroying whatever may serve as supplies to us or to the enemy's armies.*

The South felt the loss of Atlanta very much, in all geographic areas. It seemed a bitter pill to swallow, according to the diary of Mary Boykin Chestnut. She wrote, “These stories of our defeats in the valley fall like blows upon a dead body. Since Atlanta fell, I have felt as if all were dead within me forever.” However, if there was any hint that the South felt it was in the hands of a war criminal, the newspapers gave no indication. They continued to publish the same misinformation concerning the success of the Confederate armies as they had always done. Politicians such as Georgia’s own Joseph E. Brown exhorted the citizens of his state to resist the Union *invaders* with all their might, while Robert Toombs was hopeful that discord would “reign forever.” None of this indicates a reaction necessary to constitute being victims of war crimes.

The importance of the Union capture of Atlanta was both symbolic and strategic; when Sherman took the city, the results were the beginning of the collapse of the Confederacy. After November 8, when Lincoln’s election was assured, Sherman decided to continue his “march” across Georgia, liberally foraging for his army and destroying all structures deemed to be of use in any way to support the cause of disunion. The stated purpose of this endeavor was, according to Sherman’s memoirs, “. . . to whip the rebels, to humble their

pride, to follow them to their inmost recesses, and make them fear and dread us.”

With such threatening words, it is easy to cast the March to the Sea in terms that, by today’s standards, constitute war crimes. Nothing could be further from the truth. Although Sherman was determined to make the people in the Deep South feel “the hard hand of war,” the horrors of war in the mid-nineteenth century were considered to be part of the nature of armed conflict itself. Before the twentieth century, armies frequently behaved brutally toward enemy soldiers and noncombatants alike; whether there was any punishment for this depended on who won the war. A victorious nation rarely tries its own people for properly executing plans in a winning strategy.

The very definition of what constitutes a war crime was not devised until after World War II. The murder of several million people, mainly Jews by Nazi Germany, but including the mistreatment of prisoners and civilians by the Japanese, changed international attitudes about exactly what constituted a just war (*jus en bello*). Nevertheless, even modern theories of warfare have considered the definition of non-combatants as legitimate targets. If the civilians in question are actively helping the enemy by moral encouragement, or arming, feeding or sheltering enemy combatants, then those civilians are considered to be targets of warfare.

A week after Lincoln won the Presidential election, Sherman’s army left Atlanta. Rather than chase John Bell Hood’s troops into Alabama, he took Confederate President Davis at his word: The Confederacy remained as “erect and defiant as ever . . . nothing has changed in the purpose of its government . . . the valor of its troops . . . or the spirit of its people.”

It is those words of Jefferson Davis that absolve Sherman of the charge of cruelty against innocent civilians. The Confederacy derived a large measure of its strength from the material and moral support

of sympathetic Southerners. Farms, plantations, and factories, were providing the Southern armies with necessary supplies, delivered to them by the railroad. Sherman reasoned that if he could destroy the infrastructure of the Deep South, he could destroy the Confederate war effort. If he could also undermine civilian morale by making life unpleasant, perhaps the civilians would demand an end to the war. In a telegram dated October 9 1864 to General Ulysses S. Grant, he wrote:

*I propose that we break up the railroad from Chattanooga forward, and that we strike out with our wagons for Milledgeville, Millen, and Savannah. Until we can repopulate Georgia, it is useless to occupy it; but the utter destruction of its roads, houses, and people, will cripple their military resources. By attempting to hold the roads, we will lose a thousand men each month, and will gain no result. I can make this march, and make Georgia howl!"*



**Document D: Fateful Lightning: Was Sherman's March To the Sea a War Crime?**

**Perspective 2:**

Source: <http://emergingcivilwar.com/2013/05/12/fateful-lightning-was-shermans-march-to-the-sea-a-war-crime-part-i-2/>

May 17, 2013 by Meg Thompson

On November 15 1864, Sherman began marching south, dividing his army into two wings. On November 22, a large (4,500) group of Confederate soldiers under General Pleasant J. Phillips met part (1,500) of the right wing of Sherman's troops, commanded by General Charles C. Walcutt. The Battle of Griswoldville ended so badly for the South—

94 Union casualties and losses versus 1,123 Confederate—that Confederate troops initiated no more major conflicts. Instead, they tried to anticipate Sherman's line of march, working ahead of the Union forces and wreaking their own brand of havoc in front of Sherman's men. In an attempt to slow the Union juggernaut, bridges were burned and wrecked, trees were felled across roads, and barns with provisions and fodder were burned before Sherman had a chance to use them.

Not that the Union was innocent of inflicting harm. Far from it! Union soldiers unsparingly raided farms and plantations, stealing foodstuffs and personal possessions, slaughtering cows, chickens, turkeys, sheep, and hogs. Stores of molasses and sorghum, beehives, and untold numbers of sweet potatoes were "foraged liberally" by both officially authorized foragers and those men who simply felt that the early bird should get his share of the worm. One Iowa soldier in the Seventeenth Corps wrote home, "I think a katydid, following our rear, would starve."

There are stories of wanton, unnecessary destruction on the part of Union soldiers, but they

fall far short of war crimes, unless pianos are considered victims of war. An Ohio infantryman wrote his family about such a musical instrument being removed from one Louisville, Georgia, family home. "One fellow played on the piano while his comrades danced a jig on top of the instrument and then he drove an axe through it."

Serious and discomfiting as these sorts of anecdotes are, they do not meet the criteria for being war crimes. However, reports made to General Sherman by cavalry commander General Judson Kilpatrick were more alarming. A letter from an Ohio cavalryman states that, "On the first of December, three men belonging to the regiment were murdered." Another letter from a soldier in the 79th Pennsylvania reported that, "Rebels captured our Brigade Q(arter) M(aster) and three men, shooting them all, some of them with their throats cut from ear to ear." General Kilpatrick had put several such reports in his official correspondence with Sherman, who monitored the situation, but did not respond to the cavalry chieftain until Thursday, December 1, 1864.

Kilpatrick had been informing Sherman of even more instances of the murder and mutilation of his men after they had been taken prisoner. Sherman considered this to be, perhaps, anecdotal evidence, but he could not ignore the increasing number of incidents being reported. Sherman wanted to be certain that, before he issued any sort of retaliatory order, Kilpatrick had communicated his concerns to

Confederate cavalry commander General Joseph Wheeler. Once Kilpatrick had alerted Wheeler, should he obtain substantial proof that Rebel soldiers were committing any excesses, Kilpatrick would receive official approval to retaliate. Sherman's command, in such a circumstance, was: "You may hang and mutilate man for man without regard to rank."

This communication puts Sherman clearly on the edge of the modern definition of war crimes, but in context, it does not cross that line. Sherman's due diligence concerning waiting and monitoring the situation, the insistence on the notification of Wheeler about his concerns, and finally his clearly-voiced response—"man for man"—do not indicate approval of wholesale slaughter of an enemy combatant based on rumor or innuendo.

Prior to arriving in Savannah (Sherman's actual destination was kept secret until the last possible moment), Sherman ordered an investigation of conditions at Millen, where Camp Lawton had been built. Camp Lawton was supposed to replace Andersonville Prison, but the approach of Sherman's Left Wing had forced its evacuation. What Federal soldiers found inside the compound that had once housed Union prisoners of war both sickened and angered the men who saw it. David Anderson, of the 19th Michigan wrote: "We found the bodies of several of our men lying unburied in this loathsome den; consigning them to the parent earth, our bugles sounded, and falling in line, solemnly and sadly we moved away." Upon hearing of the conditions in which prisoners had tried to exist, some failing, Sherman was angered. His verbal instructions to

General Frank Blair, commander of the Seventeenth Corps, "was to make the destruction (of Millen) 'tenfold more devilish' than he ever dreamed of, as this is one of the places they have been starving our prisoners." However, the letters and notes of Sherman's aide, Major Henry Hitchcock, printed as

*Marching With Sherman: Passages from the Letters and Campaign Diaries of Henry Hitchcock, Major and Assistant Adjutant General of Volunteers November 1864-May, 1865*, clearly indicate that nothing more was done at Millen than was done at any other town; the government buildings were burned, the arsenal was fired, supplies were looted, and a hotel (not normally a legitimate target, but perhaps an accidental one) was burned.

By mid-December, Fort McAllister had been taken by the Federals and there was only Savannah left with which to deal. Forage had been poor for several weeks, as the Confederates removed everything they felt would aid Sherman, and torched what could not be carried. A siege is never anything other than painful, but on December 21, 1864, Savannah surrendered. General Sherman presented the capture of the city to President Lincoln as a "Christmas present." In less than four months, the American Civil War would be over. However, there was unfinished *war crimes* business to be dealt with, for there were at least two men who had performed such unforgivably atrocious acts that it was nationally recognized that some sort of action must be taken against them.

The least known of these two men is Samuel "Champ" Ferguson, a Confederate guerrilla who operated outside any laws. He admitted to killing over 100 people, mostly civilians, whom he deemed sympathetic to the Union. He was also suspected of killing several wounded cavalrymen from the 5th U.

S. Colored Cavalry. He was tried for fifty-three murders, and convicted. He was hung on October 20, 1865, in Nashville.

The better known case is that of Captain Henry Wirz, commandant of the notorious Andersonville Prison. Court records accuse him of, "willfully and traitorously . . . combining, confederating, and conspiring . . . to injure the health and destroy the lives of soldiers in the military service of the United

States . . . *in violation of the laws and customs of war.*” To read the transcript of Wirz’s trial is a sickening endeavor for most, but the transcript makes clear that, even in the middle of the nineteenth century, there were “laws and customs” that could not be breached, even in a war. Wirz was convicted and hung on November 10, 1865.

No one has yet proved that the overall intent of Sherman’s March to the Sea was to do anything other than end the war. If it took creating a warlike atmosphere deep in the Confederacy to make the South understand that they could not win a war of attrition, then the powers in Washington agreed—ending the war was paramount. Sherman’s work in Georgia was destructive and sometimes brutal, but it did what it was planned to do—end the war. If war was hell, then “total” war was total hell.

Major Hitchcock, who began the March with a lack of confidence in Sherman’s tactics and in Sherman himself, sums up his complete turnaround to becoming a supporter of his general:

*This Union and its Government must be sustained at any and every cost. To sustain it, we must war upon and destroy the rebel forces—must cut off their supplies, destroy their communications . . . and produce among the people of Georgia a thorough conviction of the personal misery which attends war, and the utter helplessness and inability of their ‘rulers’ to protect them . . . If that terror and grief and even want shall help to paralyze their husbands and fathers who are fighting us . . . it is mercy in the end.*

Document Based Question Scoring Sheet  
Was Sherman guilty of war crimes?

Basic Core	Points			Comments
	Total Possible points	Self-Score	Teacher Score	
<b>Introduction</b>				
Utilizes a hook/grabber	1			
Incorporates background knowledge	1			
Has acceptable thesis with road map	1			
<b>Body Paragraphs</b>				
Analyzes and organizes documents in at least two groups (body paragraphs)	1			
Relates topic sentence to the thesis (see definition) <b>Topic sentence states a claim that will be clearly proven in the body paragraph.</b> (up to one point per body paragraph)	0-2			
Provides evidence or facts directly from documents (up to one point per body paragraph)	0-2			
Makes an inference and/or argument that explains the fact taken from the document	0-2			
Uses three documents (in DBQ)	3			
States a counter-argument (“Although” statement) in DBQ using an opposing document	1			
Analyzes point of view or bias (if possible in given DBQ)	1			
Document Reference citations- (DOC A)	1			
<b>Conclusion</b>				
Restates thesis	1			
Clinches argument	1			
<b>Conventions</b>				
Grammar, spelling & neatness	2			
<b>Total</b>	<b>20</b>			

\_\_\_\_\_ / 20 = \_\_\_\_\_ %

**Was Sherman guilty of war crimes?**

Document number or letter :	Source - Where did the document come from?
Title of Document:	
Date of Document:	Author Point of View or Possible Bias
Author of Document:	
primary source    OR    secondary source <i>(circle one)</i>	

<b>Say</b>	<b>Mean</b>
<b><u>FACT:</u></b> Write quotes from the document that gives you information to help you answer the question. What is the document <b>SAYING</b> that helps you understand how to answer the question?	<b><u>INFERENCE:</u></b> What does the fact <b>MEAN</b> ? How does it help answer the question? What can I learn from the document that is not openly stated in the document (what educated guess can I make about this fact)?

<b>Matter</b>
<b><i>ARGUMENT:</i></b> From the <i>SAY</i> and <i>MEAN</i> , how does this information help answer the question to understand how it <b>MATTERS</b> ? <i>Answer your question in a complete sentence restating the question in your answer.</i>

What is the main idea of the document?