



Note to Teachers:

You are tired and overworked, and here you are looking at this Study Guide. I know that your time and energy has limits. That is where this Study Guide and video production comes in.

The purpose of this Study Guide is to offer questions that will help trigger discussion and further information points brought up in this video production, as well as information and concepts not discussed in this video set. Please, please make this video set your own. Find the Fun Productions is not here to tell you what to do, but to be a partner in what you do. We want you to have the freedom to stop the video when you want, cut to a section in the textbook, come back to video or do an extension activity, ask a question, sing a song from the downloadable lyrics on the website (www.findthefunproductions.com).

Most importantly, we want you, the teacher, to see multiple entry points of learning and capitalize on these educational opportunities. For example, when Lincoln is on that balance board and you see Lincoln in an unbalanced situation, pulled from the North and the South, here is an entry point to bring in additional information. Use the shadow puppetry, the radio play to talk about the lack of education for Black Americans during the Civil War era. See the songs, the emotional monologues, see this video set as a way to break the wall down between you and your students, a way to reach your students viscerally and emotionally. When the wall begins to crumble you charge in.

We thank you for using Find the Fun Production videos. We are grateful to be a partner in your classroom, and look forward to hearing from you.

“THE CIVIL WAR: AMERICAN AGAINST AMERICAN”

STUDY GUIDE QUESTIONS

The purpose of this study guide is to allow further exploration of video topics as well information not discussed in the video presentation. Preview the guide as you preview the video production. Find the fun. Make the questions, the production work for you and your students.

PART 1:

The objective of the following questions and extension activities is to further student understanding of the following topics:

Contrast of Northern/Southern life

Contrast of American: 1787 vs. American 1850

Slave Power

Slave trade of Colonial times vs. early 1800s

Cotton: why cash crop

Slave Music

- 1) A farmer from Alabama says *the North does our trading and manufacturing mostly it is true and we are willing that they should.* Why are the North and South, in the 1850s, seen as two different countries? Is this true today? Is the United States of 1787, a different country than the United States of 1850?
- 2) What is Slave Power? How has the slave trade and slavery changed since Colonial times?
- 3) The Plantation owner sings: “...*our cash crop cotton.*” To whom did the South sell their cotton? What was the connection between slavery expanding and cotton production?
- 4) Did the North profit from Southern slavery?
- 5) John Little talks of singing while being in chains. What is the connection between music and slavery?

EXTENSION ACTIVITIES

- 1) Make your own marbles.
- 2) Learn the rules of Marbles and play the game.
- 3) Research the life of Sarah Grimké.
- 4) Develop a questionnaire that explores how people feel about laws; laws they agree with, laws people tend to ignore, would like changed, what new laws should be instituted?
- 5) Create your own radio play depicting Northern life, Southern life in the 1850s. Sample Topics: children factory worker, white children living on a Plantation, new immigrants to America.

- 6) Grow your own cotton. Clean the cotton and use the cotton to create a cotton product.
- 7) Research Slave songs. Find an event in your life, in the world that exemplifies an act of injustice. Write a song of any style extolling the event.

PART II

The objective of the following questions and extension activities is to further student understanding of the following topics:

Underground Railroad

Rail transportation

Presidential Platform: 1860

Kansas-Nebraska Act

Secession

N/S ideas of liberty, of honest toil

Civil War: 1st modern War

Manassas defeat: What North learned

- 1) Being a slave and being able to play wasn't enough to keep slaves from running away. What is the Underground Railroad and why was it called by this name? Who was considered the famous "conductor" of the Underground Railroad?
- 2) Trains and train tracks were spreading across America. What is the Transcontinental Railroad? What would such a link mean to travelers, to the transportation of good, to the protection of America's western states, and land speculators? Could such a railroad help the North if Civil War were to start?
- 3) What did Abraham Lincoln and the Republican Party promise to citizens during the Presidential campaign?
- 4) While on the balance board, Lincoln says that he hears the South and that the Declaration of Independence says that *if the government doesn't do what you want* you can get a new government. In the Declaration of Independence it actually talks about when a government is destructive and doesn't allow citizens liberty and the pursuit of happiness you have the right to create a new government. Is liberty, the pursuit of happiness another way of saying that people should be able to do as they want? Do the North and South have the same definition of liberty? Do Northerners and Southerners wish to pursue the same kind of happiness? Do citizens have the right to form a new government if that government won't allow people to do what they want, even if what they want is unjust?

- 5) In the “Bonnie Blue Flag” it says, “fighting for our property we gained by honest toil?” What do you think Harry Macarthy, the songwriter means by “*honest toil*?”
- 6) The Nebraska-Kansas Act (of 1854) threw out the Missouri Compromise prohibiting slavery in the Northern territories and allowed citizens to decide if Kansas and Nebraska should be a free or slave state! Just writing this makes my jaw go slack. This Act basically promoted chaos and killing as pro and anti-slavery forces raced to make Kansas and Nebraska a free or slave state. What does such inept and dangerous legislation say about the government’s ability to deal with the issue of slavery? How did the Nebraska-Kansas Act change politics in America?
- 7) Was the South within its rights to form their own Southern nation? Use tariffs, the Declaration of Independence, other facts, sources to support your answer.
- 8) In the video, reporters were on the battlefield. This Civil War image is a very modern image of war. Why was the Civil War considered to be the first “modern” war?
- 9) What do you think the North learned by the defeat at the First Battle of Bull Run or the Battle of Manassas?

EXTENSION ACTIVITIES

- 1) Design your own Secession flag.
- 2) Write your own song of Secession or Northern Protest Song against Secession.
- 3) Transform John Steele Henderson’s letter to his parents into a short play.
- 4) Recreate President Lincoln on the “balance board.” What would you say to the North, to the South?
- 5) Lincoln on the “balance board” is a physical way to make sense of the President’s struggle. Ask students to get on the board and “lean” to the North and state 3 facts, then to the South and state 3 facts. Can you think of other physical ways to demonstrate a Civil War concept?
- 6) Create your own Teen Civil War Magazine.
(Note: You can get copies of Children’s Civil War magazines through your Public Library...ask a librarian at the Reference Desk. Here are some sample magazine titles: “Our Young Folk,” “The Student and the Schoolmate,” and “Forrester’s Playmate.”)

PART III

The objective of the following questions and extension activities is to further student understanding of the following topics:

War: Comparing American Revolution vs. American Civil War

High casualty rates and the rise of national cemeteries

Conscription

Comparing treatment of white vs. black soldiers

Telegraph

Changing women's roles at home

Civil War kid gangs

- 1) Are there any similarities between how the British and Colonists fought during the American Revolution and how the North and South fought during the Civil War?
- 2) The video mentions casualty statistics. Why were so many killed and wounded? (Remember Part II question 8)
- 3) One reason the Civil War was considered to be the first “modern” war was the invention of the telegraph. Do you think the invention of the Telegraph could change the style of letter writing as instant messaging has changed virtual letter writing? (Remember telegraph messages, like instant messaging of today, were short, clipped, sentences of information.)
- 4) Northern forces were larger than Southern forces. What did the South have to do make sure men would fight? Did the North do the same? Why were men allowed to sign contracts stating how long they would fight? Do you think the armies were made up of men from poor or wealthy families? Why?
- 5) How did women's roles change because so many men were at war?
- 6) Black Americans were allowed to join the Union Army. Were Black soldiers treated the same as White soldiers?
- 7) There were countless deaths due to Civil War. Did this change how the nation honored those who had fallen in battle?
- 8) BONUS QUESTION: In the video, there is an ongoing section called “Just the Facts.” During this section facts are stated as I am wearing sunglasses. Why the sunglasses?

EXTENSION ACTIVITIES:

- 1) Build your own telegraph.
- 2) In Richmond, Virginia (the Capitol of the Confederacy) life became very difficult. Kid gangs formed. President Jefferson Davis's sons Jefferson Jr. and Joseph Evan were members of a “hill cat” gang.

Research Civil War Gangs. How do they compare to modern-day gangs? (Good Source: Charles M. Wallace wrote a book, The Boy Gangs of Richmond in the Dear Old Days. (Richmond, Virginia: Richmond Press, Inc. 1938).

- 3) Write a dialog between a Southern and Northern soldier during a momentary truce.
- 4) Stage a play/dance about a Field hospital. Focus less on the gore and more on relationships between soldiers, between nurses and soldiers, of nurses working to maintain sanitary conditions, etc.
- 5) Many kids joined the war without their parents consent. Many mothers wrote letters to President Lincoln pleading to have their sons return. You are a parent, write a letter to the President asking to have your son returned to you; state the reasons you need your son at home.
- 6) Research a Civil War battle and write a rap song. Is your intention to expose the fact, the emotions, include quotes? What do you want this audience to learn?

© 2004 Find the Fun Productions, LLC



“THE CIVIL WAR: AMERICAN AGAINST AMERICAN”

STUDY GUIDE ANSWERS

PART 1

1)

- A. The North and South were very different halves of a whole nation. **In the North:** manufacturing, factory work ruled. The North made clothing and tools. People came to live in crowded urban, cities. The North opposed slavery. The North, instead of slave labor, relied on hiring workers for low wages. Finally the North believed in a strong Federal government.
- B. **In the South:** Agriculture ruled. Southerners mainly worked and lived on farms. Farmers could own and use slaves to work on farms. The Constitution allowed Southerners the right to deny Black Americans the right to be free, own land, and get an education.
Finally, the South believed in States Rights: the right for states to govern themselves with little interference from the Federal government. In Short, the Federal government has no right to tell us what to do regarding slavery.
- C. ANSWERS WILL VARY
- D. By 1850, the United States of America was not the small thirteen-state nation. First, in 1803, President Thomas Jefferson agreed to purchase the Louisiana territory, owned by the French. The Louisiana Purchase doubled the United States. In 1846, the U.S declared war against Mexico. A U.S. victory resulted in gaining over 500,000 more square miles of land: from Texas to the Pacific Ocean. IN 1845, the

U.S. also received western territories from Great Britain. It is ironic that the colonies fought to breakaway from an empire only to create one of their own that Jefferson called, “ The Empire of Liberty.”

2.

- A. Slave Power is a term used to describe what some would say is a conspiracy, but most would say represents public, disjointed actions by Southerners to protect and expand slavery.
- B. The Slave Trade changed in the following ways. In 1807, the Congress made it illegal for Americans to import slaves from Africa. In 1833, England outlawed slavery on its West Indies Colony, located near the United States. France was working toward outlawing slavery as well. Though the importation of slaves was waning, the trading and sale of slaves in the U.S. was not.

3)

- A. The South sold its cash crop, cotton, to Northern and European textile industries.
- B. Though, slaves could no longer be imported, they still could be sold and moved like property. With the rising demand for cotton due to the booming textile industry, slavery was quickly spreading. The invention of the Cotton Gin allowed cotton to be picked faster. The more cotton that could be picked, meant the more could be planted, and the more slaves were needed.

4) The North continues to make a profit from Slavery, as it had been doing since early Colonial times. Northern factory owners may not have liked slavery, but they purchased slave-planted and slave-picked cotton. This cotton was made in clothing and sold for profit.

5) There is a strong connection between music and slavery. Slaves wrote songs. Often slave songs were stories about slaves lives, their loves, their labor, their mistreatment—stories that were not allowed to be written down. Slaves also sang these songs in the fields. The songs’ rhythms helped create a “working” rhythm that helped to ease the harsh labor.

PART II

1)

A.

The Underground Railroad was not an actual railroad. It was called a railroad because it mimicked the burgeoning American railroad system that was being constructed across the nation. This railroad's purpose, however, was not to transport goods, but runaway slaves to safety. Just like a railroad, there were established routes to travel and there were conductors. These conductors were helpers and hideouts were called stations.

B. Harriet Tubman was the most famous conductor. There was a \$40,000 reward for her capture. She helped almost 400 slaves escape, including her elderly parents whom she took to the North using public roads by moonlight.

2)

A. The transcontinental Railroad connected the Atlantic and Pacific Ocean in the United States. Many people, including Congress didn't see the importance of linking the two coastlines. Most American had never traveled West and believed the land beyond the Rocky Mountains was a wasteland.

B. However, if the oceans could be connected, people could travel overland across the nation with fewer hardships in less time. Up until the Transcontinental Railroad, travelers wanting to travel to either the East or West coast had to journey overland by wagon or take a steamship through the Isthmus of Panama. A six-week journey. Rail travel offered faster travel for people and goods. The price of transporting goods across country would be less and consumers would pay less. Such a railroad would also spur towns to be built along railway lines. The railroad would increase the rate of land development in America.

C. Still, these advantages meant nothing to Congress. A Civil War changed Congress' mind. They saw that the railroad would provide much needed security and make it easier to transport gold and silver from western mines. Gold and silver would help the North finance

the war. It wasn't until 1862, thanks to the tireless efforts of Theodore Judah, that the first Pacific Railroad bill was passed.

3)

- A. Abraham Lincoln, the Republican presidential candidate, promised that Slavery would be allowed to continue in slave states. Slavery would not spread to new territories.

Lincoln also promised to raise tariffs on foreign trade. This would help the North. Foreign goods would cost more than domestic goods which in turn would make Americans buy more Northern-produced goods. These same tariffs, though, would hurt the South. (The Southerner briefly mentioned this in the video) The South sold cotton to England, for example. England could retaliate for the tariffs against its goods by not buying American materials, such as Southern cotton.

Lastly, the Republican candidate told Americans if elected he would open the plains for homesteaders and connect the West and East by a new rail system. The Republicans may not have offered Americans all they wanted, but they knew where they stood on the issue of Slavery.

4)

ANSWERS WILL VARY. However, it should be noted that the South wanted liberty, happiness at the expense of others, specifically Black men, women and children. The North wanted liberty, happiness at the expense of cheap labor including the use of children working long hours.

5)

ANSWERS WILL VARY. However, in the South farming was the dominant occupation. *Honest toil* could be anything done that involves working with your hands. Could *honest toil* also include the use and overseeing of slaves on farms? Could honest toil also imply the need to protect your property by force? Southerners, by and large, did not see occupations like traders, bankers as honorable as farming. What does a trader make? What does a banker grow?

6)

A. ANSWERS WILL VARY

B. Not surprising, the Kansas-Nebraska Act caused fighting among politicians. The most interesting result was this Act caused the Whig Party to split up. Southern Whigs linked with the Democratic Party. Democrats agreed with the Kansas-Nebraska Act and supported Slavery in western territories. Northern Whigs, along with citizens and Democrats who disliked the Act, formed the new Republican Party that thought slavery was evil. The former Republican Party was headed by Thomas Jefferson who believed slavery should continue in the South. (What does this say about the stability of Political parties?)

7) ANSWERS WILL VARY

8)

The Civil War has the dubious honor of being the first “modern” war. Even though soldiers attacked each other in large units in open area as in previous wars, new technology gave the Civil War a present-day feel and look of modern warfare. Military planners did not consider machines to be the main tools of victory. Still “modern” weapons were widely used. Trains, mines, ironclad ships, rifles, aerial observation, torpedoes, photography, rifles, and the telegraph helped commanding officers make decisions and win battles.

Trains efficiently transported goods and soldiers. This made rail lines prime targets of sabotage.

At sea, naval ships were protected by iron plates and submarines attacked from beneath the water surface.

Rifles were replacing muskets. Rifles could be loaded faster and fired with greater accuracy over longer distances. Cannon were more powerful as well. Cannons now had rifled rather than smooth bores. By putting grooves in the bore, the cannon shot spun as it left and traveled far greater distances.

From the sky, hot-air balloons were used to see battles unfold. Though not used extensively, both the North and South formed Balloon Corps. The hot-air balloon spurred aerial photography and cartography. A hot-air balloon lifting off a Northern naval ship was the precursor to the Navy aircraft carrier. Finally, in one amazing demonstration a hot-air balloon rising along a guide wire carried a telegraph onboard and sent telegraph messages from mid-air!

9) ANSWERS WILL VARY

PART III

1)

During the American Revolution, British soldiers marched in formal lines in open fields attacking Rebel soldiers. Rebel soldiers, however, often fought in an informal manner firing from hidden positions whenever possible. During the Civil War Northern and Southern troops marched toward each other in open battle. This military strategy was, in many ways, a carryover from the British land attack strategy. Unfortunately, this method caused enormous number of casualties on both sides during the Civil War. As with the American Revolution, small bands of Civil War soldiers hiding and firing at each other were often very effective and produced fewer casualties.

2)

- A. Civil War weapons were greatly improved over the weapons of the American Revolution. This resulted in a vast increase in human loss. Rifles that can load faster, cannons that could send shells further, and even attempts at automatic firing weapons meant more would be killed and wounded. During the American Revolution over 4,000 Americans lost their lives while the Civil War claimed over 600,000 deaths!
- B. As a side note, the South did not have the industrial might to produce the tools of war. The South, however, had guns. Every farmer had a gun. Yet there were shortages of guns on the battlefield. Most of the Civil War battles took place in the South. To a Southerner that meant that the fight could be right on their doorstep at any time. Many Southerners hoarded guns at home to protect their farms leaving soldiers without.

3)

ANSWERS WILL VARY. However, President Lincoln, being a keen writer himself, saw the telegraph as an effective “editor.” Telegraph messages were not flowery and long-winded. He believed that the telegraph would make writing more concise. In fact, President Lincoln admired one telegraph operator for his ability to convey military information in a clear, effective manner.

4)

- A. In order for the South to gather enough men to fight in the Civil War, asking politely to join or hoping men would join was a poor plan. Still, the South and North relied on volunteers to fill the ranks until 1862.
- B. In 1862, the South conscripted or ordered men to join and fight. The North soon followed. The North wasn't as desperate as the South. The Union loss at the First Battle of Manassas frightened citizens who believed that the South might be heading their way. Citizens decided to answer Lincoln's call for 500,000 soldiers.
- C. Neither the South nor the North believed the war would last long. The South called for one-year contracts. The North called for three-month contracts. The other reason for the contracts was to reduce public anger over being forced to fight—a slap in the face of free men.
- D. Though men had to join, there were plenty of ways to get out of fighting especially if you were a white man with owned property. Men whose jobs were important to the war or were an only-son or certified to be unfit also didn't have to serve. This meant that the burden fell on Northern and Southern poor and immigrants to fight the Civil War.

5)

With men and sons fighting in the war, Women had to do “men's work” as well. Women had more responsibilities on the farm, the home and beyond. The Civil War strengthened women's independence. They found they could be the head of the household, do hard physical labor and do it well! In the industrial North, with men at war, women took jobs in box, cigarette factories and textile mills, as well as cashiers and bookkeepers. Industrialization also reduced the time women had to spend on household chores, this left time for women to organize for women's and worker's rights. The Civil War put these movements on hold and was replaced by women fighting for the abolition of slavery.

- 6) Even though Black soldiers were allowed to join the Union army, they were paid less than a White soldier and were not allowed to be officers. In truth, there were numerous White soldiers who disliked having to serve with Black Americans. There were even newspaper articles that stated that allowing Black soldiers to serve would demean White soldiers.
- 7) It is no surprise, with the unfathomable loss of life, cemeteries grew in importance during the Civil War Era. In 1862, President Lincoln authorized the creation of a national cemetery system. Going to cemeteries became a part of American culture. The cemetery was revered as the place between life and death, present time and time ever after. With so many dead, Americans needed the nation to create places where loved ones could remember and those who died were given the gift of being remembered.
- 8) BONUS: ANSWERS WILL VARY. However, it is not uncommon for people to hide behind facts, just as people hide behind sunglasses. Facts like a piece of licorice can be twisted. Is a fact always a fact? Is it possible that a fact is not a fact and this false fact is passed on from generation to generation? Can a fact be disputable? Can two people look at a fact and come to different conclusions? Facts are important, necessary landmarks of historical knowledge. Facts offer clarity, but facts can also be used to hide from the truth.