

Ulysses S. Grant

At the Appomattox Table



BACKGROUND INFORMATION:

Ulysses S. Grant was a commander of the Union army in the Civil War and later the President of the United States. Although the presidency was the higher office, Grant is better remembered as a Civil War general. Controversy followed him in both positions.

Grant was born on April 27, 1822, in Point Pleasant, Ohio. He was the son of a tanner and learned to handle horses well, which helped Grant when he began his military studies at West Point. Grant graduated from West Point in 1843 and served in the Mexican-American War between 1846 and 1848. His service under General Zachary Taylor at Monterey and General Winfield Scott in Mexico City earned Grant two promotions. Although honored, Grant hated the Mexican-American War. He thought it was "one of the most unjust wars ever waged on a weaker country by a stronger country." Others criticized the United States' motivation for the Mexican War as a justification for taking land from Mexico, and expanding the institution of slavery. This view, however, was not common among the military, nor many Americans, especially in the South. Texas viewed the Mexican President Santa Anna as a villain, who had massacred Texans and Tejanos, during the war for Texan independence. They believed that Santa Anna had his eyes on reconquering Texas and maybe even move to take New Orleans. Then, he and Mexico would control the Mississippi River delta and all American commerce from the Midwest going into the Gulf of Mexico.

In 1848, Grant married the daughter of a rich Missouri plantation owner. He originally was assigned to work on a military base in the Great Lakes region. He was later transferred to the Pacific Northwest, where he was unable to bring his family. He resigned from the military in 1854, when rumors of his drinking affected his reputation. He returned home and failed in many business ventures before taking a job in his brother's tannery.

Grant's father was very much against slavery; in contrast, his father-in-law owned slaves in Missouri. The slavery issue caused tension in his relationship with his father. Grant ended up working for his father-in-law, Colonel Dent in Missouri, and ran his farm, for a time. He actually came to own a slave, William Jones, whom he manumitted 1859.

When the Civil War began, Grant rejoined the military. He was unable to gain a position on General George B. McClellan's staff. His first official act during the Civil War was as colonel of the "Governor Gate's Hellions," a unit with a bad reputation. He was assigned to improve the discipline of the troops; his success with the Hellions earned him a promotion to brigadier general. In November 1861, Grant launched a poorly prepared attack on Belmont, Missouri. He and his troops were forced to retreat, and many men lost their lives. A few months later, Grant's forces captured Fort Henry and Fort Donelson, with the help of the United States Navy. When the Confederates had asked for Grant's terms for surrender, Grant demanded "Unconditional Surrender." From that point on, his initials "U. S." came to stand for "Unconditional Surrender" Grant. He was promoted again, to major general.



Ulysses S. Grant

At the Appomattox Table



BACKGROUND INFORMATION:

In 1862, Grant moved down the Tennessee River to Pittsburg Landing, Tennessee, where the Battle of Shiloh took place. Confederate soldiers ambushed Grant's troops, and they were nearly defeated on the first day of the battle. Confederate General Albert Sidney Johnston was killed in action. On the second day, Union troops under General Don Carlos Buell arrived to reinforce Grant's men; the Union used this advantage to push the Confederates to Corinth, Mississippi, a town that had been evacuated. Around this time, unfounded rumors resurfaced that Grant was continually drunk on duty. Lincoln refused to remove him stating, "I can't spare this man; he fights."

After the Union's victory at Shiloh General-in-Chief of the Union Army in the West, Henry Halleck decided to take the field and lead the Army in person. He assembled a large force consisting of Grant's Army of the Tennessee, Major General John Pope's Army of the Mississippi, and Buell's Army of the Ohio at Pittsburg Landing. Halleck was jealous of Grant's aggressiveness. He removed Grant from army command and made him the overall second-in-command. Nevertheless, Grants had no troops! Grant contemplated going home, but was talked into staying by William Tecumseh Sherman who was quickly becoming a close friend. Grant finally returned to independent command that October when he was made commander of the Department of the Tennessee.

On October 26, 1862, Grant resumed his post as major general. He was ordered to take Vicksburg, Mississippi, a key port on the Mississippi River. The Siege of Vicksburg began when Grant's base camp at Holly Springs was captured. Grant was forced to retreat in December. In the spring of 1863, Grant executed a very effective attack. He ordered his men to cross the Mississippi River south of Vicksburg. He defeated Confederate troops at Pemberton, forcing 20,000 troops to surrender. Finally, after a siege that lasted forty-two days, Vicksburg surrendered on July 4, 1863.

The following September, Grant assisted the army under William Rosecrans in Chattanooga, Tennessee. Grant reinforced Rosecrans' troops. He had no choice but to replace the inept Rosecrans with General George H. Thomas. This move enabled new lines of communication and supply lines. Grant defeated General Braxton Bragg at the Battles of Lookout Mountain and Missionary Ridge. Eventually, this opened a new route for General William Tecumseh Sherman's famous "March to the Sea" through Georgia.

Grant had all intentions of staying out of the political eye, but he impressed President Abraham Lincoln with his determination, and his self-reliance. In 1864, Lincoln put in Grant charge of all the Union armies and promoted him to lieutenant general. In a famous show of confidence in Grant, Lincoln responded to questions about Grant's alleged drinking problem by saying, "Find out what brand of liquor he drinks and send a barrel of it to all my other generals."



Ulysses S. Grant

At the Appomattox Table



BACKGROUND INFORMATION:

Grant put Sherman in charge of the Western Campaign. Sherman, under Grant's command, launched his "March to the Sea" from Tennessee and across Georgia, cutting a sixty-mile wide path of destruction that divided the Confederacy. This symbolized Grant's strategy to defeat the South. Based on taking advantage of the Union's larger population and superior manufacturing abilities, he applied pressure on the Southern armies and the Southern economy. In this last phase of the Civil War, Grant stayed on the offensive, destroying Southern resources, and gradually took control of Southern cities. Confederate troops were forced to continue fighting, taking huge losses, and being faced with even more Union soldiers. Union casualties also were appallingly high, earning Grant the nickname "Butcher" Grant from many war-weary Northerners. Still, Grant stayed committed to his strategy that in a war of attrition, the side with the most men and supplies would eventually win.

After months of circling the South and with his army weakening but willing to fight on, Confederate General Robert E. Lee finally was convinced that to continue might be possible, but would only cause more suffering. A meeting with Grant at Appomattox Court House, Virginia, was arranged; and Lee agreed to Grant's terms of surrender. In return, Grant set the tone for the way the American government was to handle the difficult question of what to do with soldiers who had fought a war against the government for four years. He allowed them to surrender and go home, keeping their personal weapons and their horses. In peace "Butcher" Grant pursued a peaceful ceasefire rather than harsh punishment and further bitterness. Lincoln would follow the same path until he became a victim of the bitterness and was assassinated at Ford's Theatre in Washington, D.C.

After the war, Grant was promoted to General in Chief. He served a short stint as the Secretary of War under President Andrew Johnson. In 1868, Grant was a presidential candidate, representing the Republican Party. The victorious general easily was elected president in an America where only parts of the South were free of military occupation, and many former rebels were not eligible to vote. Grant served two scandal-ridden terms as president.

In the Black Friday Scandal, James Fisk and Jay Gould, two Wall Street financiers, manipulated Grant in an effort to corner the gold market. Grant also was accused of anti-Semitism. Grant was once quoted as saying, "The Jews, as a class, violating every regulation of trade established by the Treasury Department, and also Department orders, are hereby expelled from the Department." This issue was raised during his 1868 presidential campaign. He met with Jewish community leaders, and they stated he was not anti-Semitic. Grant also was involved with plans to fund the building of railroads by awarding extremely generous grants of government land to railroad companies. The companies would profit from the railroads they built and from the sale of the vast lands the government gave them. Grant's critics thought the railroad companies profited too much. Nevertheless, giving unoccupied land to the railroads allowed a phenomenal expansion of the railroads networks and the easy transportation of resource to manufacturing centers and then back to the markets. Many people made a lot of money and the economic growth created a phenomenal amount of jobs. It increased the standard of living for all classes. The large railroad network helped the United States become the richest and greatest industrial power in the world.



Ulysses S. Grant

At the Appomattox Table



BACKGROUND INFORMATION:

Under Grant's administration, the 14th and 15th Amendments were passed. Along with the 13th Amendment which freed the slaves in 1865, these amendments provoked even more violence from enraged Southerners, thousands of former rebels. Former Confederate soldiers, formed a variety of violent racist organizations which turned the violence. They launched sporadic attacks and also participated in what amounted to a full-fledged insurgency against the new Reconstruction Republican state governments and African Americans in general. Organizations like the Ku Klux Klan engaged in terroristic violence, while heavily armed so-called "social clubs" operated under the protection of states Democratic Party leadership. Former Confederate General Nathan Bedford Forrest, whose troops had conducted the Fort Pillow massacre of black Union soldiers created the Ku Klux Klan. As the racist organization grew, it became bolder and launched violent attacks on African Americans, Republican members of the Reconstruction governments, and even Southern Jews.

To stop Klan terrorism, Grant shepherded the passage of the Ku Klux Klan Act through Congress in 1871. In essence, Grant recreated the Civil War Union military structure to again crush the seditious Klan terrorists. Grant then used his new powers to the fullest to protect the freed slaves. He stood for the absolute protection of African Americans in the face of Southern Democratic political, social and cultural tyranny. Earlier in 1869, Grant had even attempted to annex the (Santo Domingo) Dominican Republic to establish a safe place for African Americans to create a free Black republic, under the aegis on the United States' military. He believed that life in the racist former Confederacy would become nearly unbearable for the Freedmen and the Dominican Republic would give them an opportunity to proper, free of racist oppression. The annexation would also help to end slavery in Cuba.

The annexation treaty failed because there was little support outside of Grant's allies. The issued helped divide the Republican Party between Grant and other "Radical" Republicans and the "liberal" Republicans, such as Horace Greeley and Charles Sumner. The Liberal Republicans nominated Greeley to oppose Grant in the election of 1872. The Democrats alas nominated Greeley, but Grant was able to crush the New York editor by an electoral margin of 286-66 and received close to 56 percent of the popular vote.

During his second term, Grant had to deal with the devastating Depression of 1973, various scandals, and the unrest of Reconstruction. His name was but into nomination for a third term in 1876, but the Republican nomination went to Rutherford B. Hayes. To settle the electoral dispute of the election, Hayes had to end Reconstruction in the South and he left the African Americans abandoned by the Republican protection that had enjoyed so forcefully under Grant, under the oppressive Democratic state regimes.

Grant was a heavy cigar smoker for years, and he developed throat cancer. During his illness, he wrote and published his memoirs, which became very successful. Grants memoirs earned his family almost \$500,000. He died of throat cancer on July 23, 1885, in Mount McGregor, New York.



Ulysses S. Grant

At the Appomattox Table

Madame Tussauds
WASHINGTON D.C. ★

CLASSROOM LESSON:

Who decides the terms of surrender
and what are the ramifications of that decision?

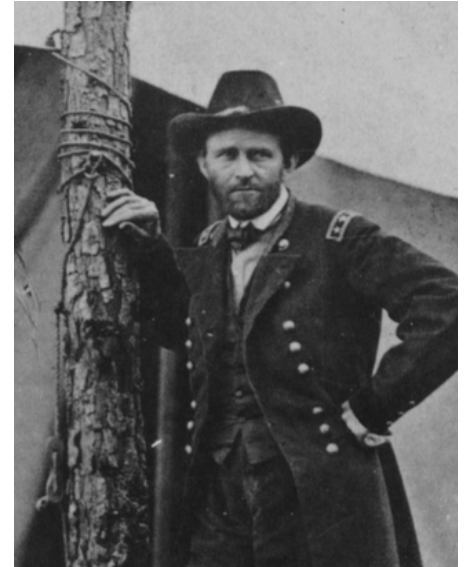
Ulysses S. Grant, the Merciful?

Grade Level: Middle School

Subject: United States History

Time Required: 90 minutes

Find Standards are at the end of the Lesson



Materials:

- Grant's Terms of Surrender to Lee (transcript) <http://www.gilderlehrman.org/history-by-era/american-civil-war/resources/surrender-robert-e-lee-1865>
- Lee's Acceptance of the Terms of Surrender (transcript) <http://www.gilderlehrman.org/history-by-era/american-civil-war/resources/surrender-robert-e-lee-1865>
- Final Paragraph from Abraham Lincoln's Second Inaugural Address, March 4, 1865 ("with malice toward none") <http://www.bartleby.com/124/pres32.html>
- Life Story of Grant, Lee and Sherman <http://www.historynet.com/civil-war-generals>
- Quotations from General Thomas Rosser, Major Alexandria S. Johnson, William S. Spiller and General Edward Porter Alexander See attachment at end of the lesson plan

Objectives:

Students will be able to:

- explore the impact of the surrender at Appomattox on the relationships between countrymen, military leaders, and their men.
- examine the terms of surrender, the expectations and fears of the losing army, and the shared concerns over how to restore national unity and peace.

Note: The questions in the following lesson plan is open ended so as to promote critical thinking and student discussion. The goal is the move students to a deeper understanding of the content. The answers in parentheses are suggestions and are meant to guide the discussion.



Ulysses S. Grant

At the Appomattox Table



CLASSROOM LESSON continued:

Ask students to read the “with malice toward none” excerpt from Lincoln’s Second Inaugural Address and work in groups to answer the questions:

- What is the significance of the date of this speech in light of the events of the nine days that led to the surrender at Appomattox? *(Possible responses include: the speech was given a month before the decisive battle at Petersburg and capture of the Confederate rail line at Four Forks that ended the war.)*
- What is significant about the words “to bind up the nation’s wounds” and “achieve and cherish a just and lasting peace among ourselves”? *(Possible responses include: the words convey Lincoln’s desire to end the war and unify the nation, to move past the issues that created the division and resulted in the war, and to care for all of the men on both sides who fought.)*
- What does Lincoln value as President? *(Possible responses include: a just peace and treatment of all who fought in the war, a reunification of the nation, a resolution of the issues that resulted in the war.)*

Facilitate a classroom discussion of the excerpt and the group responses. Further discussion questions include:

- What is Lincoln’s vision for the future of the nation? *(Possible responses include: a reunified nation that is able to resolve and move past former differences toward slavery and states’ rights.)*
- How would his vision set the tone for the terms of the Confederate surrender? *(Possible responses include: Lincoln’s vision for a lasting peace and reunified nation led to terms of surrender that were just and fair and enabled Confederate soldiers to return to their homes with the means to support their families.)*
- How might enslaved Africans interpret Lincoln’s speech? *(Possible responses include: fear that emancipated slaves would be treated harshly, fear that Southern slave owners would not acknowledge the Emancipation Proclamation, concern that the Lincoln administration would not actively support emancipation.)*
- How might enslaved African Americans have been treated by the former Confederate states after the war? *(Possible responses include: as second class citizens at best or as individuals with severely limited or no rights at worst.)*

Distribute copies of Grant’s Terms of Surrender to Lee and the Life Stories of Grant and Sheridan.

Have students read the document and respond in groups to the questions:

- What are the key terms of surrender? How will the officers and soldiers be treated? *(Possible responses include: all soldiers must surrender their arms, all artillery and public property are to be surrendered, all soldiers and officers must sign a parole in which they pledge not to take up arms against the nation, officers are allowed to keep their side arms, horses and personal baggage, soldiers are allowed to keep their horses and return to their homes undisturbed as long as they observe the terms of their parole, Confederate soldiers were granted free passage on railroads so as to be able to return home in time to plant crops.)*



Ulysses S. Grant

At the Appomattox Table



CLASSROOM QUESTIONS:

- How do the terms of surrender compare with Grant's reputation as a "butcher" or Sherman's belief in "hard war" and that the South needed to be "crushed"?
(Possible responses include: the terms of the Confederate surrender are generous rather than punitive so as to support unification and allegiance to the nation and its laws.)
- What factors might explain the simplicity and generosity of the terms in light of the brutality and bitterness of the war? *(Possible responses include: Lincoln's desire, as expressed in his Second Inaugural Address, to heal the wounds of the war, reunify the nation and guarantee a lasting peace.)*
- How might the family of a Union soldier who was killed react to the terms?
(Possible responses include: the family may feel that the terms were too lenient and that the Confederacy should be treated more harshly in defeat.)
- How might an enslaved African who has been treated as property react?
(Possible responses include: the family may feel that the terms were too lenient and that the Confederacy should be treated more harshly in defeat, fear that the institution of slavery would continue, fear that there would be the targets of retribution for the South's defeat.)

Read the General Alexander quote of April 10th. Facilitate a class discussion of the quote using the guiding questions:

- What would motivate Warner to treat Alexander, a former classmate at West Point, with compassion? *(Possible responses include: respect of one military officer, former classmate and friend for another, desire to support a just and lasting peace, recognition that the roles could have been reversed.)*
- What does this encounter reveal about the relationship between soldiers?
(Possible responses include: the bonds that were forged as cadets and officers at West Point remained strong despite the political differences of the war, the code of chivalry among soldiers enables soldiers to respect each other.)
- Would a black soldier have treated Warner with the same generosity? *(Possible responses include: Warner's views on enslavement and on the role and appropriateness of black soldiers in the military would determine his response.)*

Have students compare the Spiller and Johnson quotes that describe the Northern army's reaction to the surrender and discuss in groups the differences in perspective. *Guiding questions include:*

- What did the defeat of the Confederacy mean to each soldier? *(Possible responses include: Spiller: joy at the Union victory was tempered by pity and sympathy for the defeated Confederate soldiers whose bravery he acknowledges. Johnson: as an African American soldier, joy and exultation at the defeat of the South and slavery, a personal victory as well as a military victory as the colored troops were instrumental in the last stages of the war and contributed to the victory.)*



Ulysses S. Grant

At the Appomattox Table



CLASSROOM QUESTIONS:

- How would the defeat of the South affect all African Americans, both enslaved and free?
(Possible responses include: ideally with a sense of increasing equality and rights as citizens, fearful of retaliation and retribution with more subtle discrimination.)
- How would Alexandria Johnson have reacted to the generous terms of the surrender?
(Possible responses include: a sense that the Confederacy was not treated more harshly, anger that the officers and soldiers were allowed to return home and not treated as prisoners, concern that the reunification of the nation was more important than the issue of slavery and the treatment of enslaved African Americans.)
- What might he and other African-Americans believe to be just punishment for the South?
(Possible responses include: harsher punishment of slave holders, laws to secure rights and equality for African Americans, imprisonment of Confederate officers and government officials, confiscation of Confederate property and goods.)
- How do personal experience and values shape a person's perspective on events in history?
(Possible responses include: how a person interprets historical events is not objective, but shaped by values and experience. Students can be encouraged to explore how their values and experiences shape their view of, and understanding of, events.)

Ask students to read "Lee's Acceptance of the Terms of Surrender" and the section on Appomattox in the Life Story of Lee. Facilitate a class discussion using the guiding questions:

- What treatment did Lee expect at the hands of Grant and the Union?
(Possible responses include: imprisonment and probable execution.)
- Why did he expect to be imprisoned despite having read the terms of surrender? *(As the leader of the Army of Northern Virginia and a key Confederate general, Lee expected to be used as a symbol of the defeat of the South.)*
- Why might he expect to be treated differently from the ordinary soldier? *(Possible responses include: Introduce the concept of a symbol and have students discuss how the defeat of Lee might have been considered symbolic of the defeat of the southern way of life. As the commander of the Army of Northern Virginia and a key Confederate general, Lee expected to be treated differently than the men under his command, his imprisonment and execution would serve as a symbol of the defeat of the Confederacy.)*
- What did his defeat represent for the future of the nation? *(Possible responses include: the possibility for a unified nation, the end of the institution of slavery, the beginning of equality under the law for African Americans, or bitterness for the defeated Confederacy, a reluctance to recognize African Americans as equal, the belief by Southerners of the "Lost Cause" and the end of an agrarian way of life and values.)*



Ulysses S. Grant

At the Appomattox Table



CLASSROOM QUESTIONS:

Quotations from General Thomas Rosser, Major Alexandria S. Johnson, William S. Spiller and General Edward Porter Alexander

Thomas Lafayette Rosser, C.S.A. (Confederate States of America)

"I for the first time became alarmed. Early that morning [April 9], a communication came in to me from the Yankees addressed to Gen. R. E. Lee....We all soon would be prisoners!"

Rosser, Thomas Lafayette. "Memorandum, Report of Operations Around Richmond After Retreat to Appomattox." [n.d.] New-York Historical Society Manuscript Collection, Misc. Rosser.

General Edward Porter Alexander, U.S.A.

"Of course I met at the Federal headquarters many old army friends... One of my class-mates named Warner from Pa...said: 'Aleck, I guess you fellows haven't much money about you but Confederate, just now, & in your present situation it may be a little inconvenient.... I will really be very much obliged to you if you will let me lend you two or three hundred dollars, that you may return, if you insist upon it, sometime in the future.' That touched me very deeply, coming from one to whom I had really no special relations at all; but it is only a fair sample of the spirit that breathed everywhere."

Fighting for the Confederacy: The Personal Recollections of General Edward Porter Alexander, Gary W. Gallagher, ed., Chapel Hill: The University of North Carolina Press, 1989.

Major Alexandria S. Johnson, U.S.A.

"After advancing some eight hundred yards the brigade was ordered to halt and form in line of battle... Some eight hundred yards away was the Army of Northern Virginia, with its three lines of battle awaiting us. We had not been at a halt more than twenty minutes when news of Lee's surrender reached us. Our brigade celebrated the event by firing volleys of musketry in the air. Officers hugged each other with joy. About four hundred yards to the rear was a portion of the Twenty-fourth Corps, which had been marching to our support.

The men in that long line threw their caps upwards until they looked like a flock of crows. From wood and dale came the sound of cheers from thousands of throats. Appomattox will never hear the like again."

Major Alexandria S. Johnson, 116th Phalanx Regiment, United States Colored Troops.

Quoted in Joseph T. Wilson, *The Black Phalanx: A History of the Negro Soldiers of the United States* (Hartford, Connecticut: American Publishing Company, 1888), 457.

William Spiller, U.S.A

"After many years of war it seems reasonable that the Northern army should have gone nearly wild with joy—but we did not.... I remember how we sat there and pitied, and sympathized with those courageous Southern men, who had fought for four long and dreary years all so stubbornly, so bravely and so well."



Ulysses S. Grant

At the Appomattox Table



William H. Spiller, quoted in S. Millet Thompson, *Thirteenth Regiment of New Hampshire's Volunteer Infantry in the War of the Rebellion, 1861-1865: A Diary Covering Three Years and a Day*. Boston: Houghton, Mifflin and Company, 1888, p. 587.

Common Core State Standards for History/Social Studies Alignment

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

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.

Craft and Structure:

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

Common Core State Standards for Reading Informational Text

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).



Ulysses S. Grant

At the Appomattox Table



Craft and Structure:

CCSS.ELA-LITERACY.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RI.8.5

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CCSS.ELA-LITERACY.RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-LITERACY.RI.8.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CCSS.ELA-LITERACY.RI.8.9

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Maryland Social Studies Grade 8 Standards

Standard 5.0 History

Topic C. Conflict between Ideas and Institutions

Indicator 5. Analyze factors affecting the outcome of the Civil War

History and Social Science Standards of Learning for Virginia Public Schools

Civil War and Reconstruction: 1860 to 1877 VUS.7

The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by

- b) identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.
- c) analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln's Gettysburg Address;
- d) examining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States;



Ulysses S. Grant

At the Appomattox Table



District of Columbia Social Studies Pre-K through Grade 12 Standards

Grade 8 C CIVIL WAR AND RECONSTRUCTION (1830–1877)

4. Describe Abraham Lincoln’s presidency and his significant writings and speeches and their relationship to the Declaration of Independence (e.g., his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863, and inaugural addresses in 1861 and 1865). (P)
5. Explain the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, and Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments. (P, M)
6. Describe African American involvement in the Union army, including the Massachusetts 54th Regiment led by Colonel Robert Shaw. (M, S)
7. Describe critical developments and events in the war, including locating on a map the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox. (G, M, P)

LESSON written by CICERO Systems

(c) Copyright Madame Tussauds Museum, Washington D.C. and Merlin Entertainment

