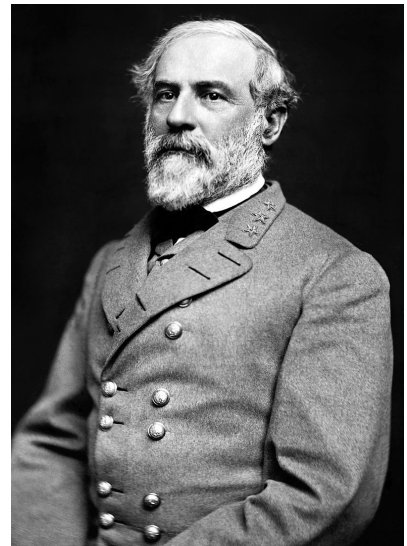


Robert E. Lee

Appomattox and After

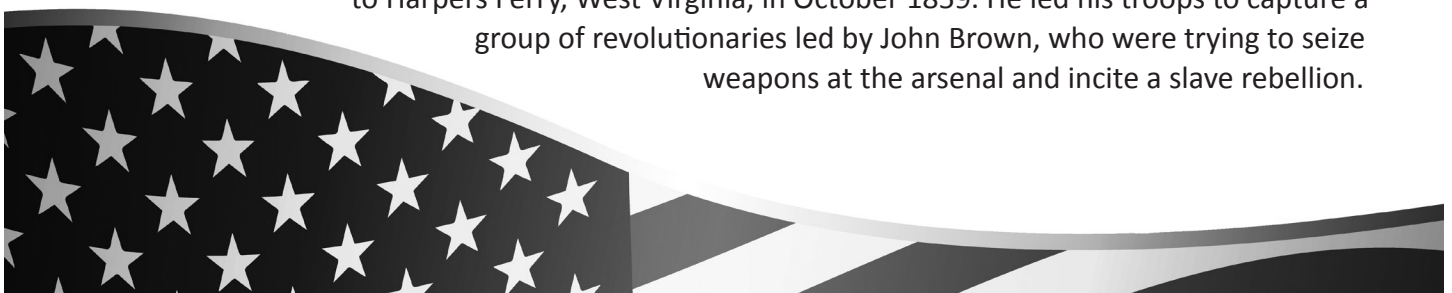
Madame Tussauds
WASHINGTON D.C. ★

Robert E. Lee was the commanding General of the Confederate Army of Northern Virginia throughout most of the Civil War. Towards the end of the War, Lee took over as the General in Chief of the entire Confederate Army. He is often mentioned as one of the best generals in American history; however, he really paid little attention to the total War and only concentrated on his theater in Virginia. His strategy was to win the ultimate victory by annihilating the Union Army and winning the War in one swift swoop. Nevertheless, his Army was not large enough to follow through with the annihilation of the Union Army despite many of his dramatic victories that did crush the Union Armies. He was a brilliant tactician and often made dazzling decisions during battle. His most nearly miraculous victories were at the 2nd Battle of Manassas, when he divided his Army in the face of larger forces and the Battle of Chancellorsville, where he divided his Army, snuck part of his Army around the Union forces and devastated a much larger force. His most complete victory, however, took place at Fredericksburg, where the Union took losses commensurate with losses at Antietam, the deadliest day of the war. The Confederates had much fewer losses at Fredericksburg, but Lee did not like the defensive nature of the battle. There was no chance of his quest for a complete, ultimate victory.



Lee was born in Westmoreland County, Virginia. His father, Henry “Light Horse Harry” Lee, was a leader of the American Revolution. Unfortunately, Lee barely knew his hero father, who died when Robert was only eleven years old. His father also had a huge amount of unpaid debt during his lifetime. This caused Lee’s mother, Anne Hill, to move her family to Alexandria, Virginia. Lee had heard much about his father’s wartime heroics. He entered the United States Military Academy in West Point, New York, in 1825. Four years later, he graduated with top honors in his class. His first duty assignment was at Fort Monroe in Virginia. It was there he met and wed Mary Anna Randolph Custis in 1831. Together the couple raised seven children.

Lee served during the Mexican-American War as a staff officer and aide to high-ranking generals. He saw action at the American victories at Cerro Gordo and Chapultepec. Lee received several promotions as well. The highest of these was as Captain of Engineers in the army. After the war, he was stationed at the West Point Military Academy. He was praised for changing the curriculum and appearance of the academy. He served as superintendent of the institution for three years. Lee was then promoted to lieutenant colonel of the 2nd United States Cavalry regiment. Lee was the commander of the force sent to Harpers Ferry, West Virginia, in October 1859. He led his troops to capture a group of revolutionaries led by John Brown, who were trying to seize weapons at the arsenal and incite a slave rebellion.



Robert E. Lee

Appomattox and After



This was not a pleasant time for Lee. He was away from his wife and family for a long time. In 1861, several Southern states seceded from the Union. Many on both sides expected war. President Abraham Lincoln began his search for an experienced leader in the United States Army. He offered Lee the command of the United States Army. At first, Lee denounced the secession of the southern states as nothing more than a "revolution." He claimed their secession was a betrayal of the Founders. However, he would only accept the position as Commander of the United States army if Virginia remained in the Union. When Virginia joined the seceding states, Lee left his duties in the United States Army and accepted a position as one of the five main generals in the Army of the Confederate States of America.

Lee was defeated in some of his early battles. He regrouped and helped Confederate President Jefferson Davis on many military decisions. Lee was assigned control of the Army of Northern Virginia in 1862 because General Joseph E. Johnston had been shot. The press and his soldiers criticized Lee for tactical errors. However, he developed an aggressive approach that enabled him to win battles and break down the defenses of the United States Army. His characteristics won him the loyalty of his officers, such as Thomas "Stonewall" Jackson, and great popularity among his soldiers.

Lee led his army into the Battle of Gettysburg in 1863. This was one of the few battles fought on Northern soil. Gettysburg resulted in the largest number of casualties of any battle during the Civil War. At the end of the first day's fighting at Gettysburg, Lee made a questionable decision to continue the fight. He had been unable to gain the high ground on the first day. Lee ordered a disastrous frontal attack on the Northern army on the third day. Lee's army was forced to retreat. He never again regained the offensive.

Union generals Grant, Sherman, and Sheridan handed Lee additional defeats. This caused the size of his army to decrease drastically. At this point Lee became anxious. He proposed slaves be trained as soldiers in return for compensation and freedom for them and their families. The Confederate government refused. Lee eventually grew weary and accepted that the South's struggle could not be won. He surrendered at Appomattox Court House, Virginia, on April 9, 1865. Lee's surrender ended the Civil War. Lee had such stature in the South that he could have withdrawn to the mountains, organized a guerrilla resistance, and kept fighting indefinitely. However, through communications with Grant, Sherman, and a few other leaders on both sides, Lee chose to surrender. He wanted to prevent additional deaths.

Lee could have been faced with personal danger. He was commander of an army that had fought a war against the U.S. government for four years. Lee easily could have been charged with treason and been executed. Fortunately for Lee, that was not the policy the government chose after the war.



Robert E. Lee

Appomattox and After



After spending time in Richmond, Virginia, he and his family settled in Cartersville, Virginia. Lee supported plans from new President of the United States, Andrew Johnson, to begin a reconstruction of the South. He remained a staunch opponent of the Radical Republicans for the remainder of his life. He eventually became the President of Washington College in Lexington, Virginia. In late September 1870, he suffered a debilitating stroke and pneumonia. Lee died from both illnesses two weeks later.

LESSON 1

How do wars end?

Robert E. Lee & How Does He Respond to
Ulysses S. Grant's Strategy to Defeat the Confederacy

Grade Level: Middle School

Subject: United States History

Time Required: Two Days

Find Standards at the Bottom of the Lessons

Materials:

- Nine Days to Appomattox reading
http://www.encyclopediavirginia.org/Appomattox_Campaign#its
- "Civil War Numbers" See document at end of lesson plan
- Biographies of Grant, Lee, Longstreet, Early, Sheridan, Johnston and Sherman
<http://www.historynet.com/civil-war-generals>

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 italic answers in parentheses are suggestions and are meant to guide the discussion.



Robert E. Lee

Appomattox and After



CLASSROOM LESSON:

Day 1

Ask students to think about how wars come to an end.

- What are the deciding factors or events that “turn the tide” of a war and allow one side to defeat the other?
- Can one tactical decision on the part of one general make the difference?

(Possible responses include: deciding factors can be major battles, tactical decisions, size, strength and preparedness of one side over the other. Examples of tactical decisions that determined the outcome of a war are: the Battle of Yorktown, the Battle of Lake Champlain or Plattsburgh, the Battle of Quebec.)

Distribute copies of the “Nine Days to Appomattox” reading that summarizes the events that led to Lee’s surrender to Grant.

Using a classroom map, have students:

- locate Petersburg, Richmond and Appomattox
- trace the Union and Confederate movements described in each of the nine days, and identify the key military leaders that played a role in the final campaign of the Civil War.

(Possible responses include: Grant, Lee, Johnston, Sheridan, Alexander, and Gordon.)

Have students work in groups to create a map key to represent the battle sites and key figures in the campaign to create a story map of the days leading to the surrender at Appomattox.

Facilitate a classroom discussion of the Union strategy in the days leading to the Confederate surrender at Appomattox. Guiding questions include:

- How did Grant’s decision to attack Petersburg on April 2nd prove to be decisive?
(Possible responses include: Grant recognized the need to cut off Richmond and Lee’s troops from desperately needed supplies and reinforcements. He understood that isolating the capital and Lee’s troops would strike a decisive blow.)
- How might the course of the war been affected if Grant decided to attack Richmond?
(Possible responses include: As the Confederate capital, Richmond would have been heavily defended. Supply lines through Richmond would have provided necessary reinforcements for the Confederate Army and allowed them to “beat back” Grant’s troops.)
- How did Grant’s strategy lead to the defeat of the Confederate Army under Lee?
(Possible response include: Grant’s strategy successfully cut the supply lines to Lee’s troops which were severely outnumbered and in desperate need of reinforcements and supplies.)



Robert E. Lee

Appomattox and After



Distribute the “Civil War Numbers” document. See document at end of lesson plan.

Have students work in groups to analyze the data presented in the lists.

- What data is represented in each of the graphs, charts and tables?
(Possible responses: the size of the Union and Confederate Armies, January 1865, total number of killed and wounded 1861-1865, the size of the armies at Petersburg, Confederate Army at Appomattox.)
- How might each of the factors represented by the data contribute to the outcome of the war?
(Possible responses include: the superior numbers of the Union armies from 1861-1865 and in January 1865 enabled Grant to effectively outnumber and outmaneuver Lee’s troops, the addition of 160,000 colored troops to the Union Army in 1865 provided fresh troops while the Confederate forces were diminished by death, wounds and disease eroded the ability of the troops to hold back the Union attack.)
- Determine how each of the factors can be represented on the story map.

Facilitate a discussion of the implications of the data. Guiding questions include:

- What were the conditions faced by the Confederate Army in the final days of the war?
(Possible responses include: lack of food and supplies, loss of men due to death, wounds, disease and desertion, major supply lines cut off by the Union army.)
- Despite their lack of food and supplies, what would motivate them to engage in fierce hand-to-hand combat against Sheridan at Sailor’s Creek? *(Possible responses include: loyalty to Lee and other Confederate generals, pride, belief in the values of the Confederacy, fear of capture and poor treatment by the Union army.)*
- For what values and institutions were the Confederate soldiers fighting despite overwhelming odds? *(Possible responses include: states’ rights, the institution of slavery, the Southern economy, the Southern way of life.)*
- In what way was the result of the events of the nine days inevitable? *(Possible responses: the condition of the Confederate Army, the effective destruction of the supply lines to Richmond, the increasing number of Confederate desertions, the influx of 160,000 fresh Union troops.)*



Robert E. Lee

At the Appomattox Table



CLASSROOM LESSON continued:

Civil War Numbers

The Size of the Armies, January 1, 1865

Union Army: 620, 924 of which 160,000 were US Colored Troops

Confederate Army: 154,910

Total Number of Killed and Wounded, 1861-1865

Total Union Forces 1,555,678

Total Killed: 920,503

Total Wounded: 275,175

Total Dead from Wounds and Disease: 360,000

Total Confederate Forces 1,082,119

Total Killed: 722,119

Total Wounded: 100,000

Total Dead from Wounds and Disease: 260,000

The Size of the Armies at the Siege of Petersburg

Army of the Potomac: 120,000

Army of Northern Virginia: 55,000

Confederate Army at Appomattox

Number of Confederate soldiers surrendered: 26,115

Approximate number of Union rations delivered to Confederate ranks: 26,000

Number of cannons surrendered: 159

Number of regimental colors surrendered: 71

Number of small arms surrendered: 15,918

Approximate number of wagons, caissons, etc. surrendered: 1,100

Approximate number of horses and mules surrendered: 4,000

This list is based on an article in the Richmond Whig, April 26, 1865, and other sources.



Robert E. Lee

At the Appomattox Table



CLASSROOM LESSON continued:

Day 2

Organize students into groups and assign each group one of the following military figures: Grant, Lee, Longstreet, Early, Sheridan, Johnston or Sherman.

Have each group research the role that its military figure played in the campaign that ended in the Confederate surrender at Appomattox.

- What role did your military figure play in the end of the war? *(Possible responses: Grant: choosing the strategy of attacking Petersburg rather than Richmond which cut off Confederate supply lines. Forcing Lee's troops to defend Richmond. Lee: choosing to defend Richmond. Longstreet: joining forces with Lee at Richmond and being captured with him at Appomattox. Early: attempting and failing to defend the Shenandoah Valley from destruction by the Union while Lee attempted to defend Richmond. Sheridan: attacked and successfully captured the last Confederate rail line at Five Forks. Johnston: refusing to retreat to a safer location in North Carolina and choosing instead to surrender to Sherman. Sherman: continuing the Union campaign in Georgia while Lee surrendered to Grant at Appomattox.)*
- Create a paragraph that summarizes his role in the final days leading to the surrender at Appomattox.
- Share your paragraph with the class and place it on the appropriate location on the story map.

Ask each student to create a personal reflection (for example, a journal entry, a letter, or a telegram) dated between April 1 and April 9, 1865. Their personal reflections should refer to specific people, places, and events while reflecting the perspective of the narrator.

- When students have completed their reflection pieces, ask one person from each group read his or her work aloud.
- The group should then place its reflection piece in an appropriate position on the story map.



Robert E. Lee

At the Appomattox Table



CLASSROOM LESSON continued:

Standards

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.

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).



Robert E. Lee

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.



Robert E. Lee

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

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