☞ Voices of Bull Run ☞

Unit Overview

Consider listening to the 2-minute audio tour of the resource for an overview of the entire unit
http://americanhistory.si.edu/militaryhistory/resources/BullRun/AudioTour.mp3

Grade Level: 5–8

General Overview of Unit:
This unit will introduce the first major clash in the Civil War—the Battle of Bull Run—and encourage students to consider the perspectives of ordinary citizens of the North and the South and the impact of this battle on their lives.

Objectives:

1. Students will be able to empathize with each character as the battle progresses, and will be able to infer implications of the battle on the emotions and livelihood of the characters.
2. Students will be able to describe the horrors of battle.
3. Students will be able to explain the significance of this battle in changing citizens' perceptions of war.
4. Students will be able to analyze objects to interpret their historical significance.

Prerequisite Skills and/or Concepts:
To succeed in this unit, students will need an understanding of cultural and economic differences between the North and the South prior to the Civil War. Students will also need a basic understanding of how to read a map.

Time Allotment:
To complete the introduction, instruction, and one assessment activity, a minimum of four hours is required. To complete all activities (including all four assessment activities and all optional activities) within the Voices of Bull Run unit, a minimum of eight hours is required.

Standards

United States American History (Grades 5–12)

Era 5: Civil War and Reconstruction (1850–1877)

1. Explain the causes of the Civil War and evaluate the importance of slavery as a principal cause of the conflict.

2B. The student understands the social experience of the war on the battlefield and home front.

Standards in Historical Thinking (Grades 5–12)

2C. Read historical narratives imaginatively.

2D. Evidence historical perspectives.

2G. Draw upon visual, literary, and musical sources.

3B. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.

3D. Consider multiple perspectives.

NCTE/IRA Standards for the English Language Arts:

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

21st-Century Skills

Learning and Innovation Skills
Creativity and Innovation

- Think creatively

- Work creatively with others

Critical Thinking and Problem Solving

- Reason effectively

- Make judgments and decisions

Communication and Collaboration

- Communicate clearly

- Collaborate with others

Life and Career Skills
Social and Cross-Cultural Skills

- Interact effectively with others

- Work effectively in diverse teams

Historical Background Information for Teachers:

Battle of Bull Run- July 21, 1861

The Battle of Bull Run, the first major clash in the Civil War, ended in a Confederate victory. It shattered illusions that either side would win quickly or easily. The battle came about when President Lincoln ordered General Irvin McDowell to strike Confederate forces at Manassas Junction, as a step toward taking Richmond. He wanted to move quickly against the enemy, hoping a decisive victory would quell the rebellion. Attacking early in the morning, Union forces first seemed to be winning, but the Confederates checked their advance. Confederate general Thomas Jackson earned the nickname "Stonewall" for his stout defensive stance. Late in the day, the Confederates counterattacked. Weary Union troops retreated, then panicked and fled helter-skelter back to Washington.

Confederate War Strategy

The goal of the Confederates was to win the war by not losing. They needed only to prolong their conflict long enough to convince the Union that victory would be too costly to bear. When opportunities arose, they would augment this strategy with selective offensive strikes. The Confederacy had fewer men, less capital, and less industrial capacity than the North, but its defensive strategy might prevail. And if it could convince France or England to recognize and support its government, chances of victory were even greater.

Union War Strategy

Unlike the Confederates, the Union had to fight and win an offensive war. Lincoln and his advisors developed a multipronged strategy to defeat the South. First, they would negotiate with border states like Maryland to keep them in the Union. Second, they would blockade Southern ports, thus restricting trade with Europe. Third, they would capture strongholds along the Mississippi River, isolating the southwestern states from the eastern ones. Finally, they would advance into the Confederate heartland, especially toward its capital in Richmond, Virginia. Although details of this plan changed during the war, the basic outline remained the key to victory.

Background Information About the Novel:

The novel used for this lesson presents sixteen characters—eight Northerners and eight Southerners—male, female, black, white, young, and old, telling the story of this battle. Some have dreams of glory, some detail the reality of the situation, most have hopes of a swift resolution, some share the reality of the horror and gore of the battlefield, and many demonstrate ignorance of the true nature of a battle. This story shares a balanced view of racism as it existed in the North and the South, as well as the varied reasons men and boys would join their chosen armies—for glory, for freedom, for national pride, and even for a horse.

TEACHER NOTES: Battlefield is graphically described, and the word "jackass" is used in the novel.

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Introductory Activity:

Time Allotment: 20 minutes

Materials:
- *Bull Run* by Paul Fleischman (class set of copies for students to partner or work individually)
- Blank U.S. Political Map from National Geographic Xpeditions
    - Zoomable: http://www.nationalgeographic.com/xpeditions/atlas/index.html?Parent=usofam&Rootmap=&Mode=b&SubMode=w
    - Printable: http://www.nationalgeographic.com/xpeditions/atlas/usofam/usofam-bw.pdf) (one copy per student)
- Bull Run Map from the Library of Congress http://memory.loc.gov/cgi-bin/query/h?ammem/gmd:@field(NUMBER+@band(g3884m+cw0571000))

Procedure:
1. Guide students in reviewing events prior to the Civil War including issues regarding slavery, cultural differences, and economic differences.
2. Give students copies of the novel.
3. Invite students to look at the maps in the first few pages of the novel.
4. Lead a discussion regarding free and slave states and discuss the location of the border states.
5. Using the blank U.S. map worksheet, guide students to color in the state of Virginia and to mark the area of Bull Run with a star. Remind students to keep this map for later use.
6. Explore the map from the Library of Congress Web site and allow students to compare and contrast this map to the ones in the novel and to generate questions or ideas.
    > *Optional activity: Use the Bull Run Interactive Map found at http://www.historyanimated.com/BullRunAnimation.html. Invite the students to point out particular areas of interest. Many of their wonders and shares will be useful connections throughout the reading.*

Instructional Activity:

Time: 160 minutes or more, depending upon delivery method

Materials:
- *Bull Run* by Paul Fleischman (class set of copies for students to partner or work individually)
- U.S. Political Map
  - Zoomable: http://www.nationalgeographic.com/xpeditions/atlas/index.html?Parent=usofam&Rootmap=&Mode=b&SubMode=w
  - Printable: http://www.nationalgeographic.com/xpeditions/atlas/usofam/usofam-bw.pdf) (one copy per student)
- Voices of Bull Run Reading Guide for Teachers http://americanhistory.si.edu/militaryhistory/resources/BullRun/TeacherReading.pdf
- Voices of Bull Run Reading Guide for Students (if using Partner or Independent Student Activity) http://americanhistory.si.edu/militaryhistory/resources/BullRun/StudentReading.pdf)

This activity can be accomplished in a variety of ways- teacher led, partner study, independent student activity, or a combination of all three.

Directions for "Teacher as Leader" Activity :
1. Read aloud Bull Run novel using the Voices of Bull Run Reading Guide for Teachers.
2. Complete the Object Analysis Minilesson as instructed in the reading guide (http://americanhistory.si.edu/militaryhistory/resources/BullRun/ObjectMinilesson.pdf).

Directions for "Partner" or "Independent Student" Activity :
1. Read aloud the first few characters from *Bull Run* using the Voices of Bull Run Reading Guide for Teachers.
2. Print the Voices of Bull Run Reading Guide for Students.
3. After modeling the discussion questions, allow students to continue reading in partners or independently up to p. 32 and complete their reading guides. Instruct students to stop after reading p. 32.
4. Bring students back together for a whole group mini-lesson and complete the Object Analysis Minilesson as instructed in the Reading Guide for Teachers.
5. After the Object Analysis Minilesson (http://americanhistory.si.edu/militaryhistory/resources/BullRun/ObjectMinilesson.pdf), instruct students to complete the remainder of the novel while completing the Reading Guide for Students.

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Assessment Activity: Object Trading Cards

Time: 40 minutes or more, depending on the number of assessment projects

Procedure: Step-by-step directions can be found at (http://americanhistory.si.edu/militaryhistory/resources/BullRun/AssessmentActivity.pdf).

1. Each student will complete a Character Worksheet (http://americanhistory.si.edu/militaryhistory/resources/BullRun/CharacterWorksheet.pdf) detailing information about one of the characters in the novel.
2. The students will use object analysis skills to choose an object from the Smithsonian's National Museum of American History digital collection (http://americanhistory.si.edu/militaryhistory/resources/BullRun/TradingCards.pdf) to represent the character.
3. Use the Rubric for Character Worksheet/Object Trading Cards (http://americanhistory.si.edu/militaryhistory/resources/BullRun/Rubric1.pdf) to assess student work.

Additional Assessment Options: You may choose to have students complete more than one. Each activity will require minimum 1 class period to complete.

- **PowerPoint:** This project can be done individually or in small groups. The student will create a PowerPoint using the digital collection of objects from the Smithsonian National Museum of American History and the PowerPoint template (http://americanhistory.si.edu/militaryhistory/resources/BullRun/CharacterTemplate.ppt). The students will create 16 slides-one for each character. The students will choose one object from the Voices of Bull Run digital collection to represent each character in the book and display that image on the slide for that character. The students need to explain the significance of that object in relation to the character's role in the novel. Use the Rubric for PowerPoint (http://americanhistory.si.edu/militaryhistory/resources/BullRun/Rubric2.pdf) to assess student work.

    TIP: If you do not have PowerPoint available at your school, you can download free presentation software at www.openoffice.org for your students to complete this project. This free software is compatible with and similar to Microsoft software.

- **Bull Run Paragraph Character Reflection:** The students will write a paragraph based on their favorite character from *Bull Run*. The students will address why s/he chose that character, what was important to remember about that character, and how the battle impacted that character. Use the Rubric for Character Reflection Paragraph (http://americanhistory.si.edu/militaryhistory/resources/BullRun/Rubric3.pdf) to assess student work

- **Bull Run Character Acrostic Poetry:** The students will reflect back over the characters to choose the one that resonates with them the most. The students will create an acrostic poem about their character to express the character's personality, connection to the battle, and any other pertinent information that helps show student understanding of the character using the Acrostic Poem Tool from ReadWriteThink (http://www.readwritethink.org/files/resources/interactives/acrostic/). Use the Rubric for Character Acrostic Poetry (http://americanhistory.si.edu/militaryhistory/resources/BullRun/Rubric4.pdf) to assess student work.

Supplemental Reading List:

Fiction Books:

Behind Rebel Lines: The Incredible Story of Emma Edmunds by Seymour Reit
When war erupts between the States in 1861, President Lincoln makes an impassioned plea for volunteers.
Determined not to remain on the sidelines, young Emma Edmonds poses as a man and enlists in the Union Army,
becoming a cunning master of disguise, risking discovery and death behind Confederate lines.
Topics: Civil War, 19th-Century History
Age Group: Middle School
Publisher: First Gulliver Books, 2001, Orlando, FL

The Perilous Road by William O. Steele
The heartbreaking, bitter view of the Civil War as experienced by Chris Brabson, whose brother is fighting for the
«wrong» side.
Topics: Civil War, 19th-Century History
Age Group: Middle School
Publisher: Harcourt Brace & Company, 1958, San Diego, CA

Red Cap by G. Clifton Wisler
Thirteen-year-old Ransom J. Powell lies about his age and joins the Union army, winning the soldiers› respect with
his courage, especially when they all end up in the infamous Confederate Prison at Andersonville.
Topics: Civil War, 19th-Century History
Age Group: Middle School
Publisher: Puffin Books, 1991, New York, NY

Non-Fiction Books:

The Boys War: Confederate and Union Soldiers Talk about the Civil War by Jim Murphy
First-hand accounts that include diary entries and personal letters describe the experiences of boys, sixteen years old
or younger, who fought in the Civil War.
Topics: Civil War, 19th-Century History
Age Group: Middle School
Publisher: Clarion Books, 1990, New York, NY

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Fields of Fury: The American Civil War by James M. McPherson
From the initial Confederate attack on Fort Sumter to the Union's triumph at Appomattox, "Fields of Fury" depicts the war that shaped the nation with rare black-and-white photos taken by Civil War photographers, period oil paintings, battlefield maps, timelines, and an extensive glossary.
Topics: Civil War, 19th-Century History
Age Group: Middle School
Publisher: Atheneum Books for Young Readers, 2002, New York, NY

Two Miserable Presidents: Everything Your Schoolbooks Didn›t Tell You about the Civil War by Steve Sheinkin
Taking a closer look at 1860s America, Sheinkin unravels the complicated string of events that had led to The Civil War. It is a time and a war that had threatened America's very existence, revealed in the surprising true stories of the soldiers and statesmen who battled it out.
Topics: Civil War, 19th-Century History
Age Group: Middle School
Publisher: Roaring Books Press, 2008, New York, NY

Web Sites:

National Park Service- Manassas National Battlefield Park
http://www.nps.gov/mana/historyculture/first-manassas.htm
http://www.nps.gov/mana/forteachers/curriculummaterials.htm

Portrait Detectives Lesson Plans
http://www.fm.coe.uh.edu/resources/portrait_detectives/portrait_detectives.html

Calendar Activity Celebrating Author Paul Fleischman
http://www.readwritethink.org/classroom-resources/calendar-activities/1952-paul-fleischman-born-20583.html

Map of Virginia
http://www.nationalgeographic.com/xpeditions/atlas/index.html?Parent=usofam&Rootmap=usva&Mode=d

Map of Washington D.C.
http://www.nationalgeographic.com/xpeditions/atlas/index.html?Parent=usofam&Rootmap=usdc&Mode=d