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Lesson 5

Leadership—

Lee, Longstreet, Chamberlain

Objectives

- To examine the qualities of leadership
- To have an opportunity for persuasive speaking

Notes to the Teacher

It is interesting to note that the military commander, especially the three to be discussed in this lesson, often has a role similar to that of the teacher. In order to fill either role, one needs a sense of tactics and strategy, a familiarity and concern with one's "troops," the ability to perceive what needs to be accomplished by those under our direction, contingency plans, and confidence. It is also interesting to realize that Lee and Chamberlain were also both educators in the classroom sense. As classroom teacher, then, we are probably in a better position to appreciate the demands of leadership than are most of our students. However, experience has indicated that students are able to recognize the qualities of a good leader even if they themselves have had only limited experience.

This lesson is designed to allow students to locate examples of quality leadership in the recounted behaviors of the three commanders in the novel and to examine those behaviors to determine their effectiveness in shaping and motivating their followers.

Procedure

1. Ask students to list, on a piece of paper, their definitions of leadership. What do they think a good leader should be like? What qualities do they want to find in a person who is leading them, a coach, a team captain, a teacher? Allow enough time for students to generate a number of ideas.
2. List these qualities on the blackboard or overhead as students share their ideas with the rest of the class. Point out those characteristics which appear several times as ones that most people expect to find in a leader.
3. Explain to the class that those qualities are also found in the three officers discussed in this lesson. Tell the class that it will be their

task to locate proof. Distribute **Handout 7** and have each student work alone to complete the assignment.

Suggested Responses:

Longstreet

1. *He assumes personal responsibility for the report of the spy.*
2. *He must give his full attention to the battle before him.*
3. *He realizes that his presence will make some of the others uncomfortable or too deferential, so he stays away so they can continue to enjoy themselves.*
4. *He cannot share his doubts with his own men because it might undermine their morale.*

Lee

1. *He puts his own health and rest after that of his men and the good of the army.*
2. *He welcomes the advice of those he trusts.*
3. *He follows his own convictions.*
4. *He acknowledges the enlisted men and benefits from their faith in him.*

Chamberlain

1. *He shows that he is willing to share the difficulties of the men under his command.*
2. *He treats the deserters with dignity and allows them to make up their own minds.*
3. *He shows concern for the wounded man, even though the man is not in his command.*
4. *He is willing to take the same risk as his men by charging down the hill.*

4. Divide students into small groups. Each group will be responsible for one of the men in this lesson. Have students share with the group their response to the behaviors on **Handout 7**.
5. Allow time for each group to prepare a 3–5 minute persuasive talk on the leadership qualities found in the officer assigned to it, and why the group's members would be willing to follow him.
6. Instruct students to finish reading *The Killer Angels* in preparation for Lesson 6.

Wanted: A Few Good Men

Directions: Explain the leadership qualities demonstrated by the officers in each of the behaviors listed below.

Longstreet	Leadership Qualities
1. Early in the book, Longstreet is awakened from sleep when Harrison returns, and Longstreet then takes the spy to Lee himself rather than sending him with someone else.	
2. Although he is devastated by the death of his children, he repeatedly refuses to allow himself to think about the loss and his own pain.	
3. On several evenings when his subordinate officers come to his camp, Longstreet remains in the shadows, alone under a tree, not joining in the poker games, which he loves, or the general camaraderie.	
4. After he explodes at Fremantle about the difficulties of the attack on the third day, he reprimands himself about what he said. He also tells the wounded Hood that the Texans “took most of the rocks,” when they had not done so.	

Lee Leadership Qualities

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|---|--|
| 1. Lee is awakened by Longstreet to speak with the spy. He tries not to show the pain from his fall from the horse or his heart trouble. | |
| 2. Lee sends for Longstreet the morning of July 1. He tells him several times in the novel that he can count on him for the truth and encourages Longstreet to say what he thinks. | |
| 3. Lee will not agree to a defensive move at Gettysburg. He says to himself at one point that he has “been over this ground already” with Longstreet and does not allow Hood to move to his right. At the end of the second day he decides on a final frontal attack. | |
| 4. Although he is in pain and preoccupied with the arrangements for the day’s fighting, Lee waves to the men, listens to their bands, rides among them. | |

Chamberlain Leadership Qualities

1. In spite of feeling sick and weak, Chamberlain does not ride his horse but walks with the men on the march through Maryland.

2. Chamberlain feeds the Maine deserters and then explains to them what his plans are for dealing with them.

3. When the wounded Negro is found, Chamberlain feeds him, orders a doctor to look at him, and tells Kilrain to give him food and send him to safety.

4. At the crest of Round Top, Chamberlain led the bayonet charge down the mountain when the 20th Maine ran out of ammunition.