



On behalf of Splash! Publications, we would like to welcome you to *Battles of 1864*, one of 13 lessons in our *Civil Unit*. This lesson was designed by teachers with you and your students in mind.

THE FORMAT

Our goal is a lesson that you can use immediately. No comprehension questions to write, activities to create, or vocabulary words to define. Simply make copies of the lesson for your students and start teaching.

THE VOCABULARY

Our lessons feature words in bold type. We have included a Glossary to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities.

Students will be responsible for filling out and studying their vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don't have to tell you that incorporating these words into your Reading and Spelling programs will save time and make the words more meaningful for students.

THE LESSON PLAN

Before reading *Battles of 1864*, students will:

- complete Vocabulary Cards for ***mill, plundered, riots, seaport, siege, trenches.***

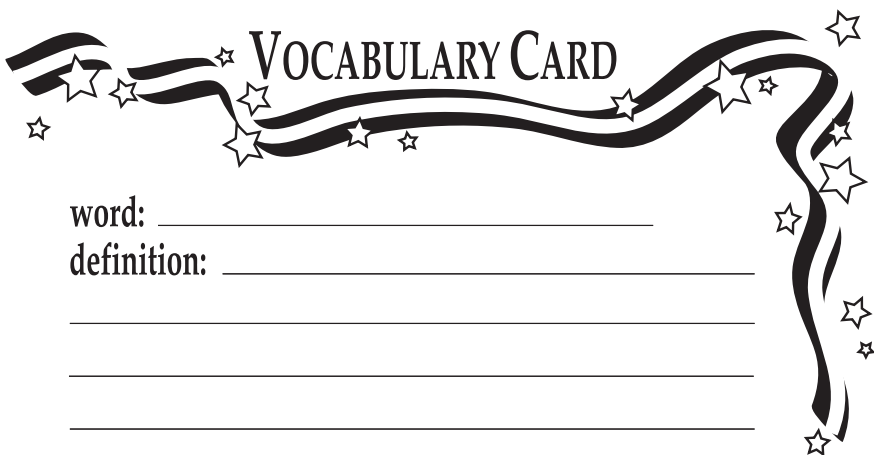
After reading *Battles of 1864*, students will:

- answer *Battles of 1864* Reading Comprehension Questions.
- use information from text to create *The Battles for Atlanta* journal entry.
- use information from text to create *Sherman's March to the Sea* journal entry.
- use a graphic organizer to write a Civil War letter to someone back home.

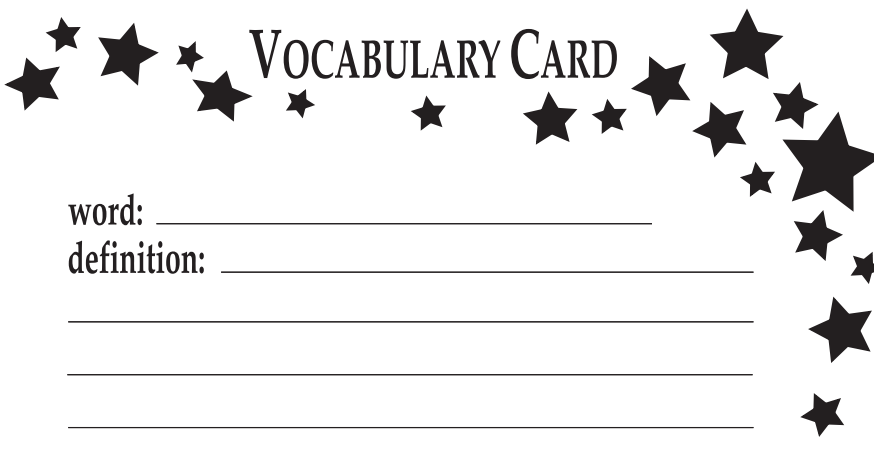
NOTE: The answers to all activities and quizzes are at the end of the lesson.

OUR OTHER CIVIL WAR LESSONS

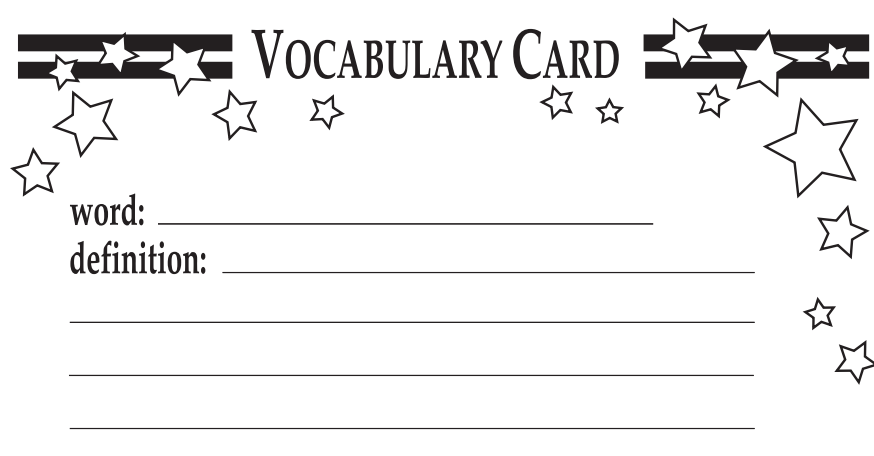
A Nation Divided, The Confederate Army, The Union Army, The Battle of Bull Run, The Western Theater, The Battle of Shiloh, The Battle for New Orleans, The Eastern Theater, Invasion of the North, Battles of 1863, The End of the Civil War, Reconstruction.

 VOCABULARY CARD

word: _____
definition: _____

 VOCABULARY CARD

word: _____
definition: _____

 VOCABULARY CARD

word: _____
definition: _____

BATTLES OF 1864

By the end of 1863, both the Union and the Confederacy were suffering. The Union victory at Gettysburg had ended the Confederate invasion of the North forever. The Battle of Vicksburg gave the Union complete control of the Mississippi River. The Confederacy was short on soldiers, supplies, and ammunition. France and England were not interested in helping the Confederacy win a war against slavery.

Although the battles in 1863 had gone well for the Union, many Northerners were tired of the war. They questioned President Lincoln's leadership abilities. After Lincoln's Emancipation Proclamation, which freed all of the slaves in the Confederacy, some Northerners refused to support the war or President Lincoln. **Riots** broke out in New York City. A group called the Copperheads wanted to give the Southern states their independence so the war could end.

GENERAL GRANT TAKES COMMAND

As 1863 turned into 1864, President Lincoln realized that the Union needed a leader that was as strong as the Confederate's Robert E. Lee. On March 9, 1864, Ulysses S. Grant took command of the entire Union Army. General Grant told President Lincoln, "Whatever happens, there will be no turning back."

General Grant's strategy was simple. He planned to split the entire Union Army into parts and attack the Confederates in different places at the same time. During the first few months under General Grant's command, the Union Army lost more than 40,000 men. The Confederates only lost 25,000 men.

One Confederate soldier described General Grant as a leader "who either does not know when he is whipped, or who cares not if he loses his whole army." General Grant knew that losing 40,000 men was horrible. He also knew that the Confederacy would have a very difficult time replacing the soldiers it had lost in battle.

FAST FACTS

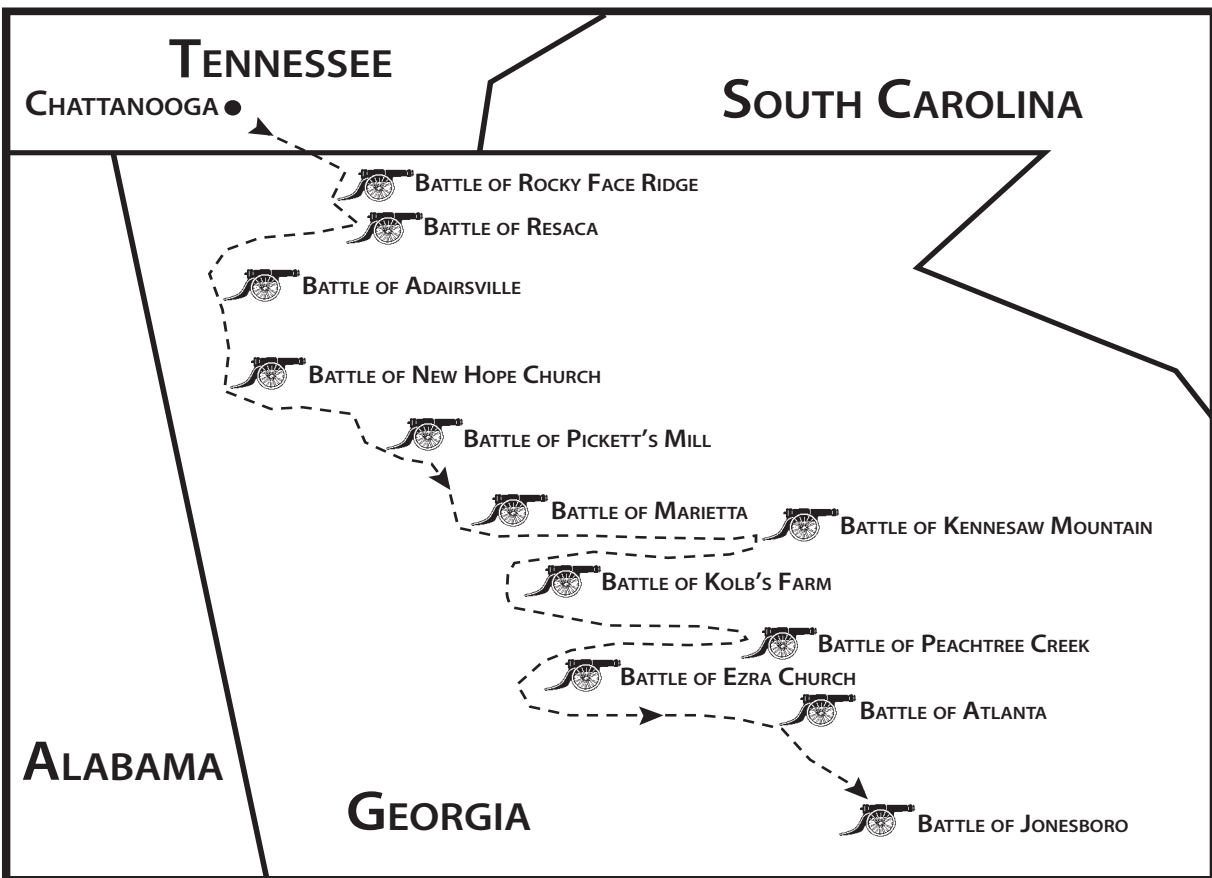
- ★ Ulysses S. Grant owned one slave, William Jones, given to him as a gift from his wife's father. Instead of selling his slave and earning some much needed money, Grant gave William his freedom.
- ★ General Grant only weighed 135 pounds during the Civil War. He hated eating red meat or chicken and the sight of blood made him sick. He survived on pork and beans, fruit, and buckwheat cakes.

THE BATTLES FOR ATLANTA

In May 1864, Union General William Tecumseh Sherman left Chattanooga, Tennessee. He marched 100,000 Union soldiers toward Atlanta, Georgia. Atlanta was the Confederacy's most important railroad and manufacturing center. Supplies and ammunition made in Atlanta were transported all over the South. Along the way to Atlanta, General Grant wanted Sherman to destroy Confederate crops and kill farm animals so the Confederacy would have no way to feed its troops.

General Sherman and his forces followed Confederate General Joseph Johnston and his 62,000 soldiers south through Tennessee and into Georgia. By early July, Johnston's Confederate troops had been chased into Atlanta. Many battles had been fought along the way, but General Johnston never attacked. This worried Confederate President Jefferson Davis, who wanted Johnston to be more aggressive. President Davis replaced General Johnston with John Bell Hood, a tough fighter from Robert E. Lee's army.

General Hood's troops were outnumbered in Atlanta. Still, he chose to attack General Sherman's Union troops three different times. In total, the Confederates lost about 20,000 men. General Sherman and his troops surrounded the city of Atlanta. They cut the city off from food, water, and supplies. By September 2, 1864, the city of Atlanta was completely under the Union's control.



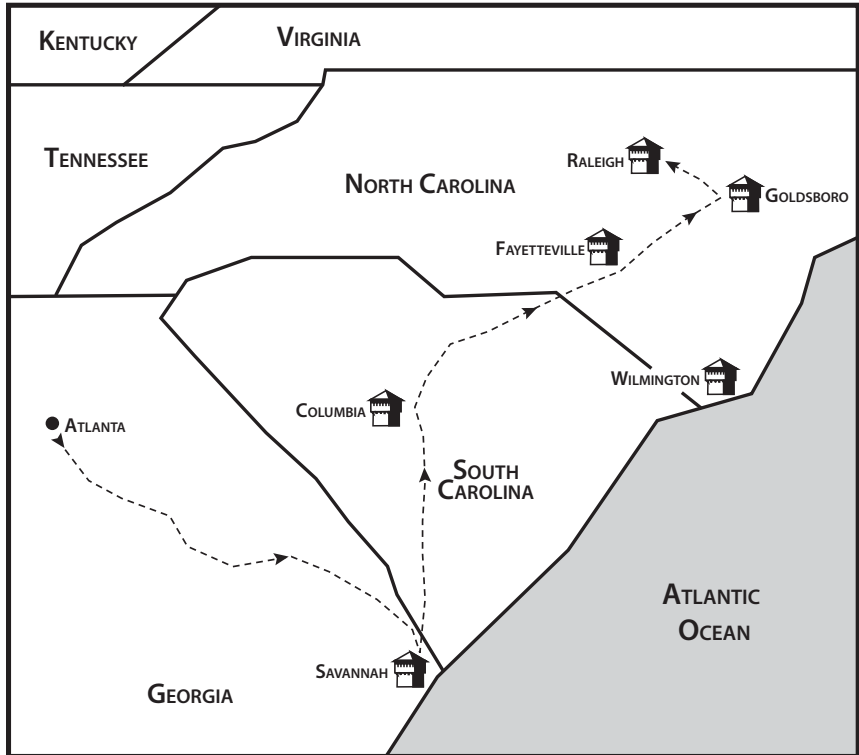
SHERMAN'S MARCH TO THE SEA

On November 15, 1864, General Sherman began his famous "March to the Sea." He took his 60,000 Union troops from Atlanta to the Georgia **seaport** of Savannah. For weeks, Sherman's men destroyed everything in their paths. They raided farms, plantations, and burned entire towns to the ground. Railroad lines, telegraph poles, and factories were destroyed. As they marched toward Savannah, Sherman's troops were joined by thousands of freed slaves.

On December 21, 1864, Sherman and his men reached Savannah. They **plundered** the Confederate city, taking guns, ammunition, and 25,000 bales of cotton. Sherman and his Union soldiers then turned north and headed into South Carolina.

By February 17, 1865, General Sherman had taken control of Columbia, the state's capital. As they had done in Georgia, Sherman's men burned down every Confederate house, barn, and **mill** that they passed.

A week later, Union troops under the command of General Jacob Cox captured Wilmington, North Carolina. Wilmington was the only major North Carolina port not under Union control. For the next two months, Sherman's troops took control of the North Carolina towns of Fayetteville and Goldsboro. On April 13, 1865, they entered Raleigh, North Carolina.



THE SIEGE ON RICHMOND

While General Sherman made his way from Georgia to North Carolina, General Grant set his sights on finally capturing the Confederacy's capital in Richmond, Virginia. First, he planned to take control of Petersburg, Virginia. The railroads in Petersburg carried important supplies to General Lee's Confederate troops and the Confederate capital. If General Grant could capture Petersburg, he could cut off those supply lines.

On June 15, 1864, Grant's Union troops reached Petersburg. Instead of attacking, General Grant had his men dig miles and miles of **trenches** around the towns of Richmond and Petersburg, trapping the Confederate Army inside. Then they waited for the Confederates to surrender.

As the **siege** continued from month to month, General Grant brought in reinforcements and fresh supplies. General Lee's troops, on the other hand, were trapped inside of the towns. They couldn't get food or supplies. Things were not looking good for the Confederacy.

★ ★ ★ BATTLES OF 1864 ★ ★ ★

Directions: Read each question carefully. Darken the circle for the correct answer.

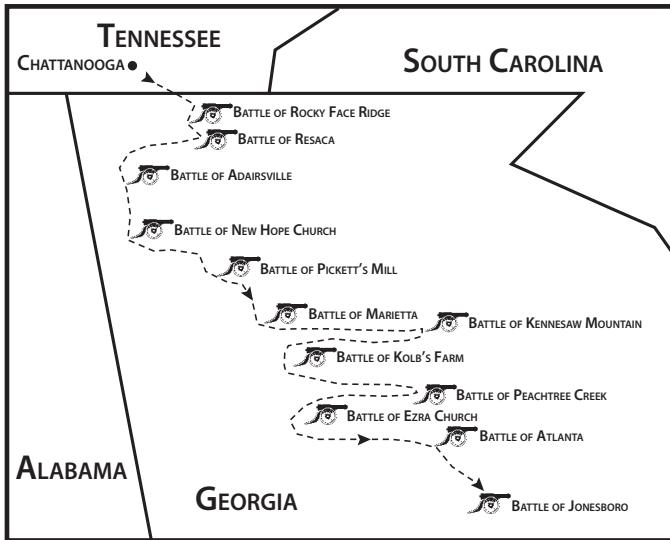
- | | |
|--|--|
| <p>1 All of the following phrases describe how some Northerners were feeling at the beginning of 1864, <u>except</u> –</p> <p>A ...tired of the war...</p> <p>B ...questioned President Lincoln’s leadership abilities...</p> <p>C ...refused to support the war...</p> <p>D ...wanted the Confederacy to win the war...</p> <p>2 When General Ulysses S. Grant took command of the Union Army –</p> <p>F he didn’t really have a plan of attack</p> <p>G he wanted to keep the Union Army together and attack all at once</p> <p>H he lost almost twice as many men as the Confederacy during his first few months as commander</p> <p>J he told President Lincoln that he wasn’t as strong as Robert E. Lee</p> <p>3 It might surprise you to learn that General Grant –</p> <p>A was married</p> <p>B graduated from West Point Military Academy with honors</p> <p>C fought in the Mexican War</p> <p>D hated the sight of blood</p> <p>4 Why did the Union Army want to take control of Atlanta?</p> <p>F It was the Confederacy’s most important railroad and manufacturing center.</p> <p>G The Confederate capital was located in Atlanta.</p> <p>H President Jefferson Davis was visiting Atlanta and they wanted to capture him.</p> <p>J Atlanta had more slaves than any other Confederate city.</p> | <p>5 What can you learn by studying the map of General Sherman’s march toward Atlanta?</p> <p>A The Battle of Adairsville was fought before the Battle of Rocky Face Ridge.</p> <p>B General Sherman and his men traveled north from Chattanooga to Atlanta.</p> <p>C The Battle of Jonesboro was fought after the Battle of Peachtree Creek.</p> <p>D Chattanooga is in South Carolina.</p> <p>6 Study the map of General Sherman’s famous “March to the Sea” to decide which event took place <u>before</u> Sherman’s army captured Columbia, South Carolina.</p> <p>F Sherman and his men reached the seaport of Savannah.</p> <p>G Sherman’s troops took control of Fayetteville.</p> <p>H The town on Goldsboro was captured by Sherman and his men.</p> <p>J Sherman and his men entered Raleigh, North Carolina.</p> <p>7 The siege on Richmond lasted for months. <u>Siege</u> means about the same thing as –</p> <p>A surrender</p> <p>B ignore</p> <p>C surround</p> <p>D defend</p> |
|--|--|

READING

Answers

- | | |
|-------------------|-------------------|
| 1 (A) (B) (C) (D) | 5 (A) (B) (C) (D) |
| 2 (F) (G) (H) (J) | 6 (F) (G) (H) (J) |
| 3 (A) (B) (C) (D) | 7 (A) (B) (C) (D) |
| 4 (F) (G) (H) (J) | |

★ THE BATTLES FOR ATLANTA ★



In May 1864, more than 100,000 Union troops headed toward Atlanta, Georgia. Gaining control of Atlanta was important to the Union because _____

Along the way to Atlanta, the Union troops destroyed crops and killed farm animals so _____

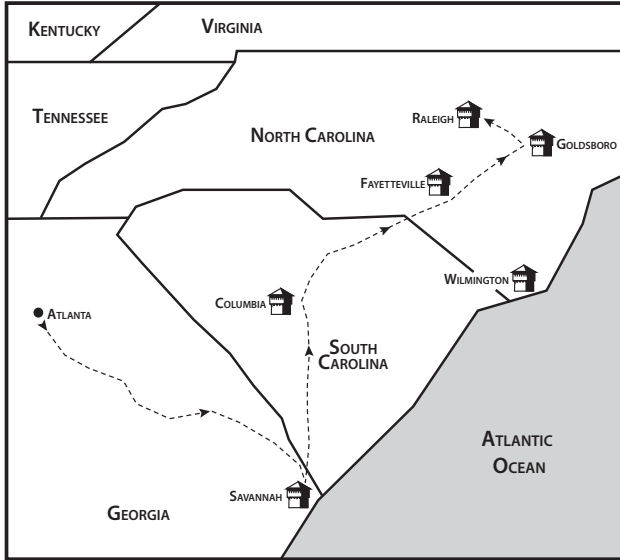
The Union troops were led by _____

The Confederate soldiers were led by _____

By September 2, 1864, the city of Atlanta was in complete control of _____

One interesting fact about the Battles for Atlanta is _____

★ SHERMAN'S MARCH TO THE SEA ★



On November 15, 1864, General Sherman began his famous

As they marched toward Savannah, Sherman's troops were

joined by _____

On December 21, 1864, Sherman

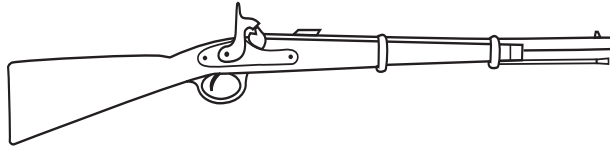
and his men reached Savannah, Georgia. They plundered the city. Plundered means _____

Sherman and his men then turned north and headed into _____

By February 17, 1865, General Sherman had taken control of _____, the state's capital. As they had done in Georgia, Sherman's men _____

One interesting fact about Sherman's March to the Sea is _____

THE CIVIL WAR



Have you ever wondered what it would have been like to be alive during the Civil War? What part do you think you would have played in the war? Would you have been on the side of the Union or the Confederacy? Maybe you would have been a soldier, fighting on the front line. Or maybe you would have been a commander like General Robert E. Lee or General Ulysses S. Grant. Perhaps you would have been a doctor or nurse caring for the wounded. Imagine the stories you would have to tell your friends and family when you returned from the war.



Directions: Pretend you are part of the Civil War. Decide what part you play in the war. Write a letter to someone back home. Tell them about your adventures. Make sure that your letter includes:

- HEADING:** Write your school name on the first line, your school address on the second line, and today's date on the third line.
- GREETING:** This is where you write the name of the person to whom you are writing. The Greeting usually starts with Dear _____ and always ends with a comma.
- BODY:** This is where you write your letter. The first sentence of the Body is always indented a few spaces.
- CLOSING:** This is where you end your letter. The Closing should match the type of letter you are writing. If the letter is to someone you don't know very well, you might use Sincerely or Best Regards. If the letter is to a friend, you might use Your Friend or Love. The Closing always ends with a comma.
- SIGNATURE:** This is the official end to your letter when you sign your name. The Signature is always in cursive.

- Before beginning your letter, organize your thoughts by answering the six questions on the next page.
- Write your rough draft on separate paper and have it edited.
- Write your final draft on the special paper provided by your teacher.
- When you are finished with your final draft, place it in the envelope that your teacher will give you. Properly address the envelope.
- Be prepared to read your letter aloud to the rest of the class!



1. Describe who you were and what part you played in the Civil War. _____

2. List two historical facts about the Civil War that you will include in your letter.

a. _____

Where did you find this fact? _____

b. _____

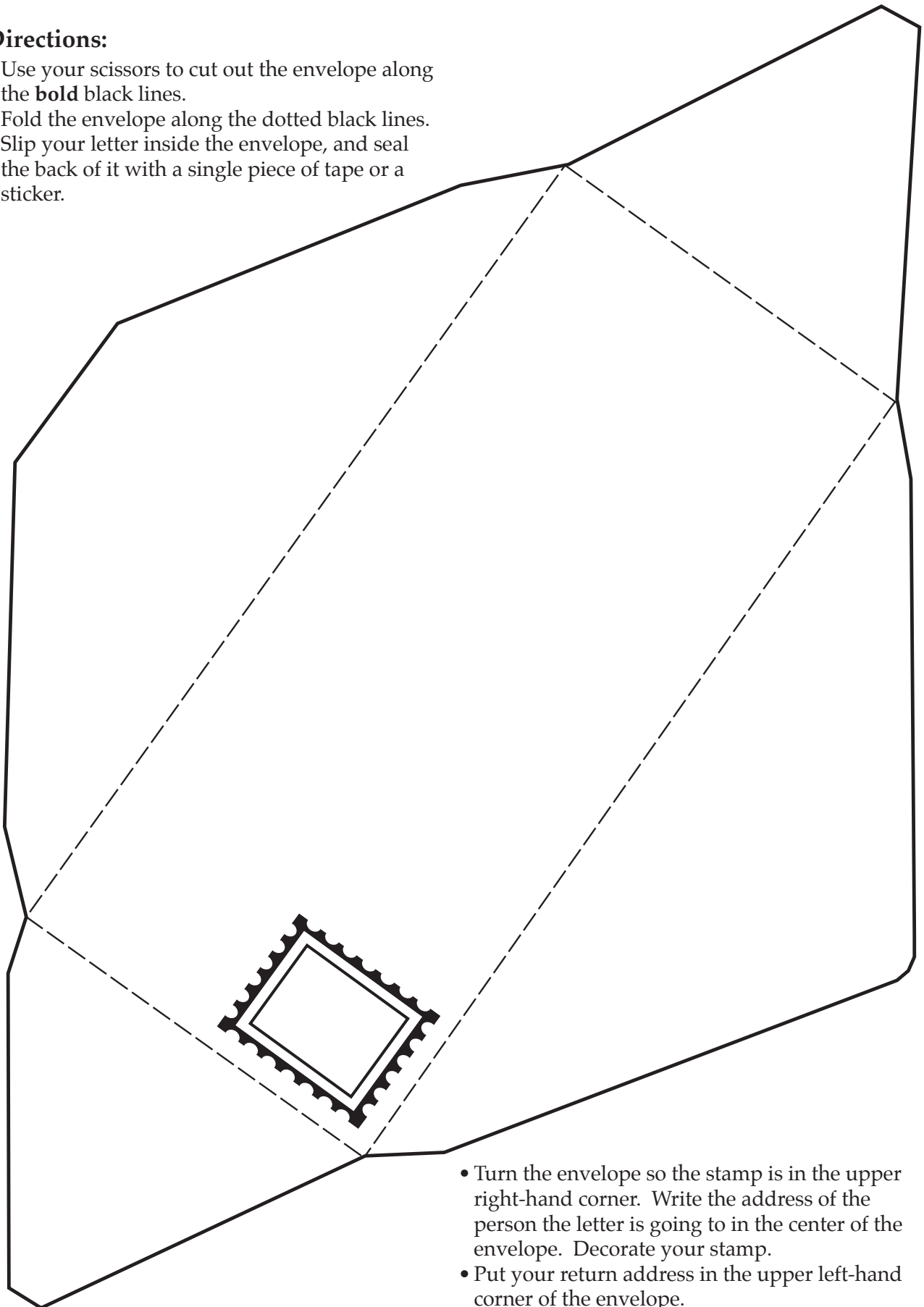
Where did you find this fact? _____

3. Describe an exciting or dangerous event that you will include in your letter. _____

4. Who will you send your letter to? Explain why you have chosen this person.

Directions:

- Use your scissors to cut out the envelope along the **bold** black lines.
- Fold the envelope along the dotted black lines.
- Slip your letter inside the envelope, and seal the back of it with a single piece of tape or a sticker.



- Turn the envelope so the stamp is in the upper right-hand corner. Write the address of the person the letter is going to in the center of the envelope. Decorate your stamp.
- Put your return address in the upper left-hand corner of the envelope.

A decorative header for the glossary page. It features the word "GLOSSARY" in a large, bold, serif font, centered. Above and below the text are several small, five-pointed stars of varying sizes. A thick, solid black horizontal line runs across the page, positioned below the word "GLOSSARY".

GLOSSARY

mill a building where grain is made into flour and other cereal products.

plun•dered robbed.

ri•ots acts of public violence.

sea•port a port, harbor, or town within reach of seagoing ships.

siege to surround a city or town and cut it off from receiving supplies and food.

trench•es ditches.

ANSWERS

ANSWERS TO COMPREHENSION QUESTIONS

1. D
2. H
3. D
4. F
5. C
6. F
7. C

ANSWERS TO JOURNAL ENTRIES

THE BATTLES FOR ATLANTA

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SHERMAN'S MARCH TO THE SEA

On November 15, 1864, General Sherman began his famous March to the Sea. As they marched toward Savannah, Sherman's troops were joined by thousands of freed slaves. On December 21, 1864, Sherman and his men reached Savannah, Georgia. They plundered the city. Plundered means robbed. Sherman and his men then turned north and headed into South Carolina. By February 17, 1865, General Sherman had taken control of Columbia, the state's capital. As they had done in Georgia, Sherman's men burned down every Confederate house, barn, and mill that they passed.

ANSWERS

CIVIL WAR LETTER GRADING CHART

CRITERIA	POINTS POSSIBLE	POINTS EARNED
Neatness	10	
Contains at least 2 facts about War	20	
Descriptions of Events	30	
Development of Character	30	
Orally Reading Letter	10	
TOTAL	100	

CIVIL WAR LETTER MECHANICS GRADING CHART

CRITERIA	POINTS POSSIBLE	POINTS EARNED
Spelling	12	
Punctuation	12	
Grammar	12	
Capitalization	12	
Sentence Structure	12	
Heading	5	
Greeting	5	
Body (indent)	5	
Closing	5	
Signature	5	
Addressing Envelope	15	
TOTAL	100	