

Cobblestone™

1865: A YEAR IN THE CIVIL WAR

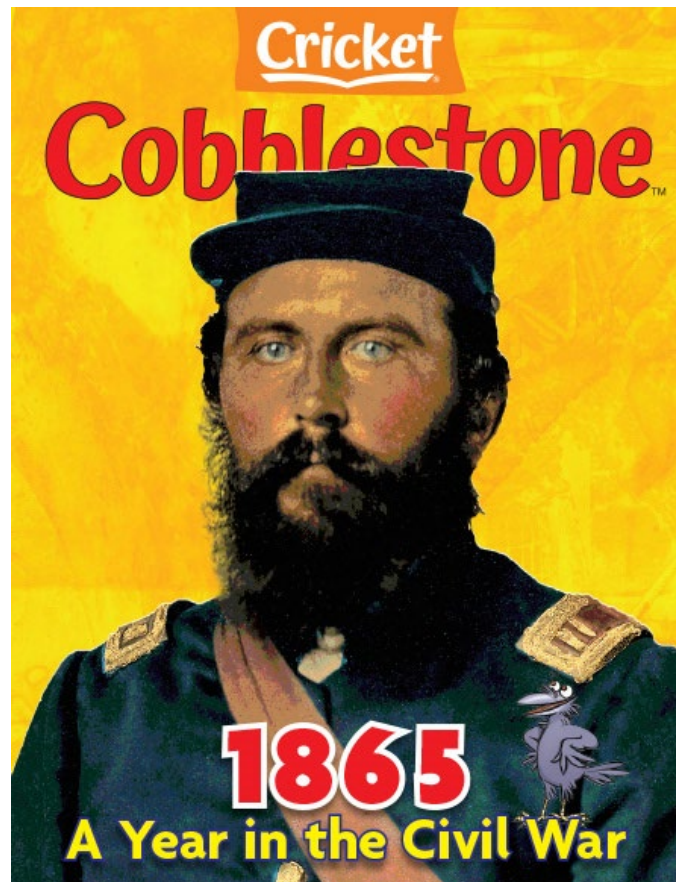
Use the articles, lessons, and activities in this Teacher Guide to help students understand why 1865 was a pivotal year in the Civil War.

CONVERSATION QUESTION

Why was the year 1865 so important in the history of the Civil War?

TEACHING OBJECTIVES

- Students will compare the perspectives of Union and Confederate leaders.
- Students will explore why President Lincoln misled the public.
- Students will participate in a debate.
- Students will understand why Congress decided to help Southerners.
- Students will examine the perspectives of blacks and whites in the spring of 1865.
- Students will create a poster.
- Students will participate in a debate.
- Students will complete a classification chart.
- Students will examine the purpose of Lincoln's words.
- Students will explore why historians call Lincoln's second inaugural speech one of the most important in U.S. history.
- Students will write a newspaper article.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

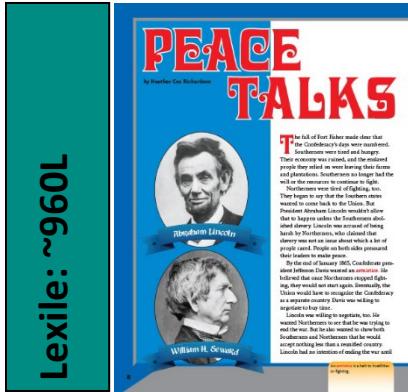
SELECTIONS

- **Peace Talks**
Expository Nonfiction, ~960L
- **A Helping Hand**
Expository Nonfiction, ~1040L
- **Healing the Nation**
Expository Nonfiction, ~1330L

Peace Talks

pp. 8–9, Expository Nonfiction

Use this article about President Lincoln's meeting with the Confederate delegation to compare the perspectives of the two sides toward ending the war.



OBJECTIVES

- Students will compare the perspectives of Union and Confederate leaders.
- Students will explore why President Lincoln misled the public.
- Students will participate in a debate.

KEY VOCABULARY

- **abolish (p. 8)** to officially end or stop something
- **reunify (p. 8)** to join together parts of a country that were divided
- **delegation (p. 9)** a group of people who act as representatives of a larger group

ENGAGE

Conversation Question: Why was the year 1865 so important in the history of the Civil War?

Ask students if they have ever had an argument with a sibling, a friend, or a group of friends. Maybe they had different ideas about the way something should be. How did you decide to try to end the argument? Was it easy or difficult? Now think of how difficult it would be to end something as big and complicated as a war, and to make it even harder, a war that had people from the same country fighting each other.

INTRODUCE VOCABULARY

Define each word with students. Then arrange students in small groups and have them practice using two or even three of the words in a single sentence. Finally, tell students to look for these words as they read the story.

READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. What were Southerners feeling as the war came to a close?
2. What were Northerners feeling as the war came to a close?
3. Why did Jefferson Davis push for an armistice?
4. Why did Lincoln take a harsh stance about slavery and reunification?
5. Why might both sides have to agree to meet secretly? What might happen if they didn't?

CONCEPT/SKILL FOCUS: Classifying Information

INSTRUCT: Explain that this article describes both Union and Confederate perspectives on the war and ending it. Each side had its own reasons for wanting the war to end a certain way. Divide the class into two groups, with one taking the Union side and the other the Confederate side. Have both sides engage in a short debate about how to end the war, being sure to mention what each side wanted the surrender to be like. Urge students to use additional reference sources if needed.

ASSESS: Assess student groups based on how well they understand the article, and who had the most convincing argument.

EXTEND

English Invite students to write a fictional narrative as if they were witnessing the meeting on the riverboat between the North and the South. Encourage them to describe what they felt was going on, what the setting was like, and how the major people involved were behaving.

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A Helping Hand

pp. 15–17, Expository Nonfiction

Use this article to learn about the Freedman’s Bureau and the work it did in the South after the Civil War ended.



RESOURCES

Classifying Information

OBJECTIVES

- Students will understand why Congress decided to help Southerners.
- Students will examine the perspectives of blacks and whites in the spring of 1865.
- Students will create a poster.
- Students will complete a classification chart.

KEY VOCABULARY

- **refugees (p. 15)** people who have fled from their homes to escape conflict, violence, or persecution
- **rations (p. 16)** a fixed portion of food or other goods allowed to each person in times of shortages
- **disband (p. 17)** to break up a group or organization so that it no longer exists

ENGAGE

Conversation Question: Why was the year 1865 so important in the history of the Civil War?

Ask students if they have seen a news report or a video about a place in the world where people are left with nothing because of a war. Do these people escape to another country in order to survive? Now think about what the South was like after the Civil War ended. Did people have enough to survive? Why did they need help from the federal government? Do you think that both the North and South happy about giving the South assistance?

INTRODUCE VOCABULARY

Define each word with students. Then arrange students in small groups and have them create a simple word search puzzle using all three vocabulary words plus at least six other related words, using a thesaurus to find them. Each puzzle needs to list the words to be found. Have students trade puzzles and solve them. Finally, tell students to look for these words as they read the story.

READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. How did Congress respond to the desperate situation of Southern residents?
2. Why was the Bureau of Refugees, Freedmen, and Abandoned Lands made part of the War Department?
3. How were African Americans treated by Southern whites after the war?
4. How did Freedmen’s Bureau agents treat black workers?
5. Why did Congress make changes to the Bureau in 1866?

CONCEPT/SKILL FOCUS: Classifying Information

INSTRUCT: Explain to students that there were many political and social issues in the south in 1865, which contributed to the need for the Freedmen’s Bureau. Have students think about the issues, and who was affected by them. Then instruct them to fill in the Classifying Information graphic organizer, listing who was affected by each of the specific issues in the article.

ASSESS: Have students compare their organizers and discuss any differences, especially how each student classified the information.

EXTEND

Social Studies Invite students to use print and digital sources to further research the Freedmen’s Bureau. Then have them create a poster that persuades Southerners that the Freedmen’s Bureau will be a positive organization for them.

Classifying Information

Understanding how information is classified can help with understanding how certain issues affected different people. The South in the aftermath of the Civil War, and the issues taking place there, were important in the formation of the Freedmen’s Bureau. Look at the chart below. For each group of people listed, write the ways that the war affected them, using the issues discussed in the article. One example is done for you.

Blacks and enslaved peoples	<ul style="list-style-type: none">• Forced to sign contracts
Poor whites	
Employers	
Northerners	
Soldiers and sailors who served in the war	

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Healing the Nation

pp. 18–19, Expository Nonfiction

Use this article about President Lincoln's speech when he took his second oath of office to analyze its importance to the Civil War.



OBJECTIVES

- Students will examine the purpose of Lincoln's words.
- Students will explore why historians call Lincoln's second inaugural speech one of the most important in U.S. history.
- Students will write a newspaper article.

KEY VOCABULARY

- **inaugural** (p. 18) a ceremony inducting someone into a new position, especially the President
- **cherish** (p. 18) to love, protect, and care for someone or something that is important to you
- **portico** (p. 19) an open structure with a roof supported by columns, which serves as an entrance

ENGAGE

Conversation Question: Why was the year 1865 so important in the history of the Civil War?

Ask students what they think a great speech is. Do they know of any speeches that they consider to be great? What might make a speech great enough to be remembered for more than 100 years, as Lincoln's has been? Introduce the circumstances of Lincoln's inaugural speech, and if possible, play a recording of a professional actor reading parts of the speech.

INTRODUCE VOCABULARY

Provide students with a sentence for each vocabulary word. Then have students guess the meaning of each word from the supplied sentence, and have the students offer their definitions during a class discussion. Finally, define the words for students. Finally, tell students to look for these words as they read the story.

READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. What occasion is Lincoln referring to in the first excerpt of his speech?
2. How does Lincoln describe the views of war that Southerners and Northerners held prior to the war?
3. In the second excerpt, what does Lincoln say about God's will?
4. How does Lincoln propose to promote healing for the nation and individuals?
5. Why do you think that historians consider this one of the greatest speeches in U.S. history?

CONCEPT/SKILL FOCUS: Identifying Perspectives

INSTRUCT: Ask students to write a newspaper article as if they were present during President Lincoln's speech. Have them choose to write either from the perspective of a Southerner or a Northerner. How would they convey to their readers what was taking place, and why the speech was so important? How does their reporting of the speech differ, depending on which perspective they took?

ASSESS: Assess whether students' articles adequately reflect one of the perspectives of the Civil War.

EXTEND

English Invite students to write a fictional letter to a friend from the perspective of an audience member after hearing Lincoln's speech. Describe your impressions upon hearing the speech.