



GOAL 7 | LESSON PLAN | HIGH SCHOOL

## 1864-1865: Bringing the War to an End

**GRADES:** High School

**APPROXIMATE LENGTH OF TIME:** 90 minutes

**GOAL:** Students will be able to summarize the sequence of events that led to the end of the Civil War.

**OBJECTIVES:**

1. Students will develop a hypothesis to a question, which they will evaluate throughout their research.
2. Students will be able to analyze the platforms of both Lincoln and McClellan during the 1864 election and determine the desires of the nation at this point in the war.
3. Students will be able to create a timeline and map illustrating the sequence of events leading to the end of the war.
4. Students will be able to summarize the Articles of Agreement from the Surrender of the Army of Northern Virginia and draw conclusions about the feelings of the US military toward the Confederate military.
5. Students will identify the influence this time period has on present day politics and current events.

**COMMON CORE:**

CCSS.ELA-LITERACY.WHST.9-10.1

Write arguments focused on *discipline-specific content*.

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

## NCSS STANDARDS FOR SOCIAL STUDIES:

- 1—Culture
- 2—Time, Continuity, and Change
- 3—People, Places, and Environment
- 5—Individuals, Groups, and Institutions
- 6—Power, Authority, and Governance
- 10—Civics, Ideals, and Practices

## MATERIALS:

1. Bringing the War to an End PowerPoint
2. Lincoln & McClellan Cards
3. Chicago Platform
4. Baltimore Platform
5. What Do You Think? Notes Sheet
6. What Do You Think Teacher Questions
7. Timeline Worksheet and Map
8. Articles of Agreement
9. Articles of Agreement Teacher Version
10. The Last Salute to the Army of Northern Virginia and Essay

## ANTICIPATORY SET/HOOK:

Throughout the lesson, follow the *Bringing the War to an End PowerPoint*.

- a. The PowerPoint will provide prompts for when to do the activities.
  - b. There are online videos referred to in the PowerPoint that should be queued ahead of time.
  - c. There may be words, locations, or people that the students do not know mentioned throughout the lesson. Let them know that this is a normal part of learning history and like all historians, they should identify what they don't know and do a bit of research to gain insight (most times this research can be done in a few minutes).
1. Begin the Power Point – slide one will provide the setting for this point in the war.
  2. Hypothesize together: Based on what you know about the war so far, what do you think it will take to bring the war to an end?

## PROCEDURE:

### Activity 1

1. Hand out the *Timeline Worksheet and Map*, copied back to back.
2. Have students complete the *Timeline and Map Worksheet*.

### Activity 2

3. Hand out the *Lincoln & McClellan Cards* to students; try to have the same number of Lincolns and McClellans.
4. Hand out the *Baltimore Platform* and the *Chicago Platform* to all the students, everyone can read over both platforms.
5. Put all of the Lincolns in one group and all of the McClellan in another.
6. Hand out the *What Do You Think?* Notes Sheet and have students work together to gather their ideas for a debate, filling out the note sheet as they go.

### Activity 3

7. Hand out the *Articles of Agreement* and *The Last Salute to the Army of Northern Virginia*. Have the students complete the notes and answer the questions.

### CLOSURE:

1. Address the final question, you can either discuss as a group or have the students create a written response. Students should compare their final answer to their earlier hypothesis.
2. Discuss the Why Does this Matter questions in the final slide.

### ASSESSMENT IN THIS LESSON:

1. Completed the *What Do You Think?* Notes Sheet with answers based on the platform reading.
2. Informal assessment through observation of the debate and group conversation.
3. Completed timeline, map, and map question.
4. Written responses to the *Articles of Agreement* and *The Last Salute of the Army of Northern Virginia*.
5. Responses to the final question – What did it take to bring the war to an end?
6. Responses to the – Why Does this Matter question.



## Lincoln & McClellan Cards

Cut out the cards and hand one to each student as they enter the room.

<b>Lincoln</b>	<b>Lincoln</b>	<b>Lincoln</b>	<b>McClellan</b>	<b>McClellan</b>	<b>McClellan</b>
<b>Lincoln</b>	<b>Lincoln</b>	<b>Lincoln</b>	<b>McClellan</b>	<b>McClellan</b>	<b>McClellan</b>
<b>Lincoln</b>	<b>Lincoln</b>	<b>Lincoln</b>	<b>McClellan</b>	<b>McClellan</b>	<b>McClellan</b>
<b>Lincoln</b>	<b>Lincoln</b>	<b>Lincoln</b>	<b>McClellan</b>	<b>McClellan</b>	<b>McClellan</b>
<b>Lincoln</b>	<b>Lincoln</b>	<b>Lincoln</b>	<b>McClellan</b>	<b>McClellan</b>	<b>McClellan</b>



## Chicago Platform

While reading and reviewing this document, try to simplify each of the resolutions in your own words. If you do not understand a word or item to which they are referring, do some research. The more you understand the candidate and party, the better you will perform in the debate.

### Created/Published 1864

The Democratic National Convention which gathered at Chicago on the 29th of August, and presented the names of GEORGE B. McCLELLAN for President, and GEORGE H. PENDLETON for Vice-President, agreed on and adopted the following platform.

*Resolved*, That in the future, as in the past, we will adhere with unswerving fidelity to the Union under the Constitution, as the only solid foundation of our strength, security, and happiness as a people, and as a frame-work of government equally conducive to the welfare and prosperity of all the States, both Northern, and Southern.

*Resolved*, That this Convention does explicitly declare, as 'the sense of the American People, that, after four years of failure to restore the Union by the experiment of war, during which, under the pretense of a military necessity of a war power higher than the Constitution, the Constitution itself has been disregarded in every part, and public liberty and private right alike trodden down, and the material prosperity of the country essentially impaired, justice, humanity, liberty, and the public welfare, demand that immediate efforts be made for a cessation of hostilities, with a view to an ultimate Convention of all the States, or other peaceable means to the end that at the earliest practicable moment peace may be restored on the basis of the Federal Union of the States.

*Resolved*, That the direct interference of the military authority of the United States in the recent elections held in Kentucky, Maryland, Missouri and Delaware; was a shameful violation of the Constitution, and the repetition of such acts in the approaching election will be held as revolutionary, and resisted with all the means and power under our control.

*Resolved*, That the aim and object of the Democratic party is to preserve the federal Union and the rights of the States unimpaired; and they hereby declare that they consider the Administrative usurpation of extraordinary and dangerous powers not granted by the Constitution, the subversion of the civil by military law in States not in insurrection, the arbitrary military arrest, imprisonment, trial and sentence of American citizens in States where civil law exists in full force, the suppression of freedom of speech and of the press, the denial of the right of asylum, the open and avowed disregard of State rights, the employment of unusual test-oaths, and the interference with and denial of the right of the people to bear arms, as calculated to prevent a restoration of the Union and the perpetuation of a government deriving its just powers from the consent of the governed.

*Resolved*, that the shameful disregard of the Administration to its duty in respect to our fellow citizens who now and long have been prisoners of war in a suffering condition, deserves the severest reprobation, on the score alike of public interest and common humanity.

*Resolved*, That the sympathy of the Democratic party is heartily and earnestly extended to the soldiery of our army, who are and have been in the field under, the flag of our country; and, in the event of our attaining power, they will receive all the care and protection, regard and kindness, that the brave soldiers of the Republic have so nobly earned.



## Baltimore Platform

While reading and reviewing this document, try to simplify each of the resolutions in your own words. If you do not understand a word or item to which they are referring, do some research. The more you understand the candidate and party, the better you will perform in the debate.

The National Convention which assembled at Baltimore on the 7th of last June and there nominated ABRAHAM LINCOLN for re-election as President, with ANDREW JOHNSON as Vice-President, adopted and presented to the American People the following platform.

*Resolved*, That it is the highest duty of every American citizen to maintain against all their enemies the integrity of the Union, and the paramount authority of the Constitution and laws of the United States; and that, laying aside all differences of political opinion, we pledge ourselves as Union men, animated by a common sentiment, and aiming at a common object, to do everything in our power to aid the Government in quelling by force of arms the rebellion now  
raging against its authority, and in bringing to the punishment due to their crimes the rebels and traitors arrayed against it.

*Resolved*, That we approve the determination of the Government of the United States not to compromise with rebels, nor to offer any terms of peace except such as may be based upon an " unconditional surrender " of their hostility and a return to their just allegiance to the Constitution and laws of the United States, and that we call upon the Government to maintain this position and to prosecute the war with the utmost possible vigor to the complete, suppression of the Rebellion, in full reliance upon, the self-sacrifice, the patriotism, the heroic valor, and the undying devotion of the American people to their country and its free institutions.

*Resolved*, That, as Slavery was the cause, and now constitutes the strength, of this rebellion, and as it must be always and everywhere hostile to the principles of republican government, justice and the national safety demand its utter and complete extirpation from the soil of the republic; and that we uphold and maintain the acts and proclamations by which the Government, in its own defense, has aimed a death-blow at this gigantic evil. - We are in favor, furthermore, of such an amendment to the Constitution, to be made by the people in conformity with its provisions, as shall terminate and forever prohibit the existence of Slavery within the limits of the jurisdiction of the United States.

*Resolved*, That the thanks of the American People are due to the soldiers and sailors of the Army and Navy, who have periled their lives in defense of their country, and in vindication of the honor of the flag; that the nation owes to them sonic permanent recognition of their patriotism and valor, and ample and permanent provision for those of their survivors who have

received disabling and honorable wounds in the service of the country; and that the memories of those who have fallen in its defense shall be held in grateful and everlasting remembrance.

*Resolved*, That we approve and applaud the practical wisdom, the unselfish patriotism, and unswerving fidelity to the Constitution and the principles of American liberty, with which Abraham Lincoln has discharged, under circumstances of unparalleled difficulty, the great duties and responsibilities of the presidential office; that we approve and indorse, as demanded by the emergency and essential to the preservation of the nation, and as within the Constitution, the measures and acts which he has adopted to defend the nation against its open and secret foes; that we approve especially the Proclamation of Emancipation, and the employment as Union soldiers of men heretofore held in Slavery; and that we have full confidence in his determination to carry these and all other constitutional measures essential to the salvation of the country into full and complete effect.

*Resolved*, That we deem it essential to the general welfare that harmony should prevail in the National councils, and we regard as worthy of public confidence and official trust those only who cordially indorse the principles proclaimed in these resolutions, and which should characterize the administration of the Government.

*Resolved*, That the Government owes to all men employed in its armies, without regard to distinction of color, the full protection of the laws of war; and that any violation of these laws or of the usages of civilized nations in the time of war by the Rebels now in arms, should be made the subject of full and prompt redress.

*Resolved*, That the foreign migration, which in the past has added so much to the wealth and development of resources and increase of power to this nation, the asylum of the oppressed of all nations, should be fostered and encouraged by a liberal and just policy.

*Resolved*, That we are in favor of the speedy construction of a Railroad to the Pacific.

*Resolved*, That the National faith, pledged for the redemption of the Public Debt, must be kept inviolate; and that for this purpose we recommend economy and rigid responsibility in the public expenditures, and a vigorous and just system of taxation; that it is the duty of every loyal State to sustain the credit and promote the use of the National Currency.

*Resolved*, That we approve the position taken by the Government that the people of the United States never regarded with indifference the attempt of any European power to overthrow by force, or to supplant by fraud, the institutions of any republican government on the western continent, and that they view with extreme jealousy, as menacing to the peace and independence of this our country, the efforts of any such power to obtain new footholds for monarchical governments, sustained by a foreign military force, in near proximity to the United States.





## What Do You Think? Debate

- Depending on the name you received at the beginning of class, you will either consider the question from the perspective of Abraham Lincoln or George B. McClellan.
- Use your notes from the platforms and your knowledge of American history to address these questions.
- Everyone in the group should take notes for responses to the questions and anyone can speak during the debate on behalf of the group; but, be sure that you all agree on your answers.

### **If you choose to continue fighting the war...**

Why will you continue fighting the war?

Do you see an end in sight for this war? (Hint: What is happening on the battlefields that points towards an end?)

What about the people who are suffering? Can you continue this war as women and children suffer in the South from lack of resources? What about the people in the North who are losing loved ones?

### **If you choose NOT to continue fighting the war...**

How will you go about peacefully ending the war and maintaining the Union? In other words, what are you willing to do to bring the states in rebellion back into the Union?

When you end the war what will happen to the people who are enslaved?



## What Do You Think? Moderator (Teacher) Questions

Provided are the questions for the debate. Each candidate (group of students representing the candidate) can respond to their question and then the other candidate has a chance to reply. You can improvise with follow-up questions as needed.

If your students don't know the answer to some of these questions, that maybe the correct answer – the candidates themselves often didn't always know the answers and that illustrates an important point.

### Debate Questions:

Beginning with Mr. Lincoln

Mr. Lincoln – Will you continue the war on the rebellion? Why?

Mr. McClellan – What would you like to do about this war on the rebellion?

Mr. McClellan – What are you willing to do to bring the Confederate states back into the Union?

Mr. McClellan – If we end the war what will happen to the people who are enslaved?

Mr. Lincoln – What about all of the soldiers and the families suffering in this war?

Mr. Lincoln – Do you see an end in sight for this war?

Mr. Lincoln – If you are able to end the rebellion, how do you plan to bring the states formerly of the Confederacy back into the Union?

For Both Candidates – Where do you see the United States of American in the next 4 years?



## Timeline Worksheet and Map

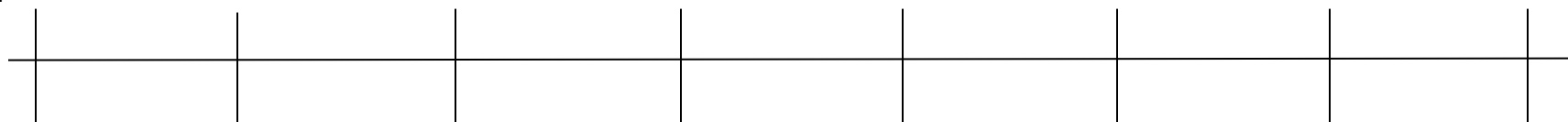
Name: \_\_\_\_\_

Date: \_\_\_\_\_

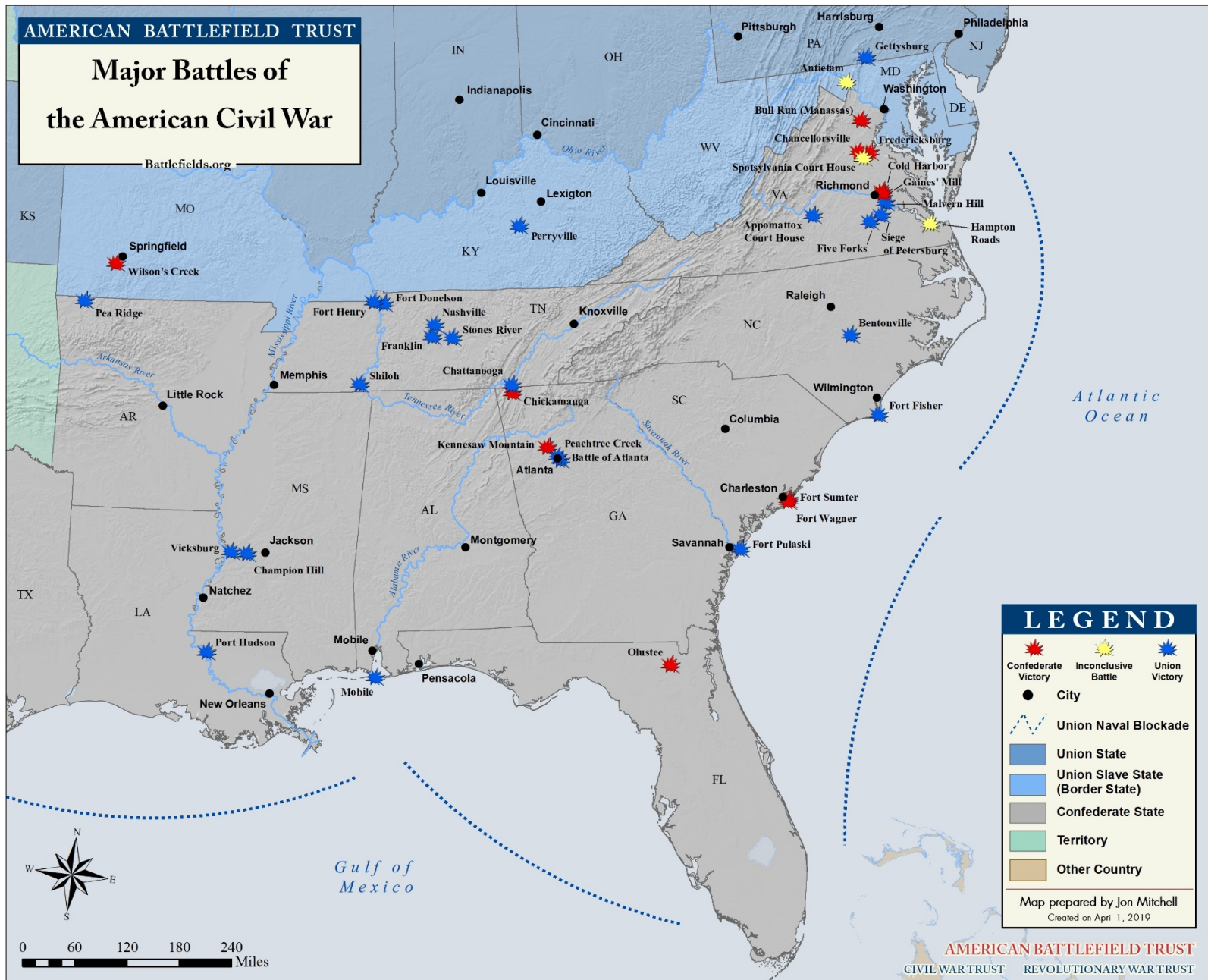
Put these events in chronological order along the following timeline.

Date	Battle Name	Location
May–Sept, 1864	Atlanta Campaign	From Chattanooga, Tennessee to Atlanta, Georgia
April 26, 1865	Joseph Johnston's army surrenders	Durham, North Carolina
April 9, 1865	Lee's army surrenders	Appomattox, Virginia
April 14, 1865	Lincoln is assassinated	Washington, DC
Sept.–Dec. 1864	March to the Sea	From Atlanta, Georgia to Savannah, Georgia
May–June 1864	Overland Campaign	From the Wilderness, Virginia to Petersburg, Virginia
Nov 1864	Reelection of Lincoln	Washington, DC
July 1864–April 1865	Siege of Petersburg	Petersburg, Virginia

**1864**



**1865**





## Articles of Agreement:

### Relating to the Surrender of the Army of Northern Virginia

*Appomattox Court House Virginia  
April 10, 1865*

*Agreement entered into this day in regard to the surrender of the Army of Northern Virginia to the United States Authorities.*

*1st The troops shall march by Brigades and Detachments to a designated point, stock their Arms, deposit their flags, Sabres, Pistols, etc. and from thence march to their homes under charge of their Officers, superintended by their respective Division and Corps Commanders, Officers, retaining their side Arms, and the authorized number of private horses.*

What must the troops do with their weapons? \_\_\_\_\_

Are the Confederate troops taken prisoner? \_\_\_\_\_

Where must the Confederate troops go? \_\_\_\_\_

*2. All public horses and public property of all kinds to be turned over to Staff Officers designated by the United States Authorities.*

What do you think *public* means? (Hint: troops could keep their personal items.)  
\_\_\_\_\_

*3. Such transportation as may be agreed upon as necessary for the transportation of the Private baggage of Officers will be allowed to accompany the Officers, to be turned over at the end of the trip to the nearest U.S. Quarter Masters, receipts being taken for the same.*

*4. Couriers and Wounded men of the artillery and Cavalry whose horses are their own private property will be allowed to retain them.*

*5. The surrender of the Army of Northern Virginia shall be construed to include all the forces operating with that Army on the 8th inst., the date of commencement of negotiation for surrender, except such bodies of Cavalry as actually made their escape previous to the surrender, and except also such forces of Artillery as were more than Twenty (20) miles from Appomattox Court House at the time of Surrender on the 9th inst.*

Which army is surrendering? \_\_\_\_\_

Johnston still needing to surrender to Sherman in the West, which happens on April 18, 1865; however, Lee's surrender effectively ends the war because the Army of Northern Virginia was

defending the Confederate capital, Richmond, and because Lee was general-in-chief of all Confederate forces.

So, does Lee's surrender end the war? \_\_\_\_\_



## Articles of Agreement:

### Relating to the Surrender of the Army of Northern Virginia (Teacher Version)

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April 10, 1865*

*Agreement entered into this day in regard to the surrender of the Army of Northern Virginia to the United States Authorities.*

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What must the troops do with their weapons? \_\_\_\_Hand them over to the United States\_\_\_\_

Are the Confederate troops taken prisoner? \_\_\_\_No\_\_\_\_

Where must the Confederate troops go? \_\_Home\_\_\_\_\_

*2. All public horses and public property of all kinds to be turned over to Staff Officers designated by the United States Authorities.*

What do you think *public* means? (Hint: troops could keep their personal items.) \_\_\_\_Owned by the federal government\_\_\_\_\_

*3. Such transportation as may be agreed upon as necessary for the transportation of the Private baggage of Officers will be allowed to accompany the Officers, to be turned over at the end of the trip to the nearest U.S. Quarter Masters, receipts being taken for the same.*

*4. Couriers and Wounded men of the artillery and Cavalry whose horses are their own private property will be allowed to retain them.*

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What army is surrendering? \_\_\_\_The Army of Northern Virginia\_\_\_\_\_



Johnston still needing to surrender to Sherman in the West, which happens on April 18, 1865, however, Lee's surrender, effectively ends the war because the Army of Northern Virginia was defending the Confederate capital, Richmond, and because Lee was general-in-chief of all Confederate forces.

So, does Lee's surrender end the war? \_\_\_\_\_ Technically his surrender does not end the war. Joseph Johnston's Confederate force surrendered on April 26, 1865, at Bennett Place in North Carolina. Johnston's surrendering force was much larger than Lee's. More Confederate armies surrendered throughout the spring and summer of 1865.





## The Last Salute of the Army of Northern Virginia

Excerpt:

"Bayonets were affixed to muskets, arms stacked, and cartridge boxes unslung and hung upon the stacks. Then, slowly and with a reluctance that was appealingly pathetic, the torn and tattered battleflags were either leaned against the stacks or laid upon the ground. The emotion of the conquered soldiery was really sad to witness. Some of the men who had carried and followed those ragged standards through the four long years of strife, rushed, regardless of all discipline, from the ranks, bent about their old flags, and pressed them to their lips with burning tears.

"And it can well be imagined, too, that there was no lack of emotion on our side, but the Union men were held steady in their lines, without the least show of demonstration by word or by motion. There was, though, a twitching of the muscles of their faces, and, be it said, their battle-bronzed cheeks were not altogether dry. Our men felt the import of the occasion, and realized fully how they would have been affected if defeat and surrender had been their lot after such a fearful struggle.

"Nearly an entire day was necessary for that vast parade to pass. About 27,000 stands of arms were laid down, with something like a hundred battleflags; cartridges were destroyed, and the arms loaded on cars and sent off to Wilmington.

"Every token of armed hostility was laid aside by the defeated men. No officer surrendered his side arms or horse, if private property, only Confederate property being required, according to the terms of surrender, dated April 9, 1865, and stating that all arms, artillery, and public property were to be packed and stacked and turned over to the officer duly appointed to receive them...

"But, as I was saying, every token of armed hostility having been laid aside, and the men having given their words of honor that they would never serve again against the flag, they were free to go whither they would and as best they could. In the meantime our army had been supplying them with rations. On the next morning, however, the morning of the 13th, we could see the men, singly or in squads, making their way slowly into the distance, in whichever direction was nearest home, and by nightfall we were left there at Appomattox Courthouse lonesome and alone."

-Joshua Lawrence Chamberlain

# The Last Salute of the Army of Northern Virginia Essay

Given this documented account of the surrender by U.S. brigadier general Joshua Lawrence Chamberlain and the Articles of Agreement, how do you think the US military felt about the Confederate troops? Be sure to support your answer with at least two quotes from the document.

[illegible]

[illegible]