A Difficult Choice:
Kentucky Families and the Civil War

Lesson plan author: Lisa Reynolds, Kenton Elementary School
Intended grade level: 5th
Number of students: varies
Major content: U.S. History
Unit: Civil War
Lesson length: Two 60-minute classes

Context

- The Civil War not only split the nation it also caused families to take sides and truly become a war that was brother against brother, father against son, and/or family against family.
- Students will have knowledge of the election of 1860, the subsequent secession of the southern states, Fort Sumter, and the start of the Civil War
- Kentucky was situated between three slave states and three free states; the choice to remain neutral was an all but impossible task for the state's citizens.

Standards

SS-05-5.1.1
Students will use a variety of primary and secondary sources (e.g. artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives. DOK3
SS-05-5.2.1
Students will identify historical documents, selected readings and speeches and explain their historical significance. DOK3
CCSS ELA –LITERACY-RI.5.3
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Student Learning Target/ I Can Statement

- Student Learning Target: I CAN USE PRIMARY AND SECONDARY SOURCES TO DESCRIBE EVENTS AND INTERPRET PERSPECTIVES IN HISTORY
- Student Learning Targets: I CAN IDENTIFY HISTORICAL DOCUMENTS, SELECTED READINGS, AND/OR SPEECHES AND EXPLAIN THEIR HISTORICAL SIGNIFICANCE
- Student Learning Target: I CAN EXPLAIN THE_____ IN A HISTORICAL TEXT BASED ON THE SPECIFIC INFORMATION IN THE TEXT

Resources, Media and Technology

Materials Needed:

- Entrance Slip
- United States Map 1861
- A House Divided-Background Information
- *Kentucky's Story-The Civil War* (KET Video. Click title or go here: http://www.ket.org/cgi-bin/cheetah/watch_video.pl?nola=KKYST 000106&altdir=&template=)
- Video/Visual/Informational Analysis Sheet

- 1861 Statement of Volunteer
- Kentucky Families Divided-PowerPoint

Presentation

(double click to open)

- Harper's Weekly-Kentucky Election
- Political Cartoon Analysis
- Recruitment Handbills
- Document Analysis Sheet

Technology Resources

If available-but not required

- SmartBoard
- Document Reader
- Tviator

Instructions/Strategies

- Critical Thinking Skills
- Inquiry Based Problem Solving Strategies
- Thinking Like an Historian
- Making Real Life Connection
- Visual Thinking Strategies

Activities - Day 1

Activation/Motivation: Tell students that today they are going to continue their study of the Civil War, but that you are going to begin your focus on the state of Kentucky. Kentucky was in a very "peculiar" spot. It was surrounded by three slave states and three free states. At first, the state declared itself neutral-which meant that it would not choose a side. Explain to the students that before you begin you want them to think back about the reasons that the North and South went to war. Have students complete their ***Entrance Slip***. Students should complete the *example* side with NORTH reasons and the *counterexample* with the SOUTH reasons. Give students 5 minutes to complete ***Entrance Slip.*** Have students share their answers with a partner at their table in a *think-pair-share* or other teacher strategy choice. As a group, list a few reasons on the board for each side going to war and let the students use their ***Entrance Slips*** to assist you.

Total Time: 10min.

Guided Instruction: Show students a map of United States in 1861. Explain to students that Kentucky was surrounded by slave states and free states. Kentucky was also a state where slavery was legal. Citizens in Kentucky had a right to own slaves and there were areas in the state where there were numerous slave owners. There were also areas where there were citizens who did not believe in slavery. So Kentucky was a state where there were two sets of beliefs.

Give each student a copy of the Background Information - ***A House Divided.*** As a class, read and discuss the information. This information sheet will give the students a real feel for what it was like in their home state. Be sure to discuss all aspects of the informational sheet. Explain to the students that you want them to read about what the disagreements were like and to get a feel for them. You want them to imagine feeling "torn," "not being able to choose a side", "being able to see both sides", and/or arguing with your father or brother and ending up on the opposite side. Ask the students to consider the question, "What would you do?"

Total Time: 25min

Small Group Activity/Cooperative Work Groups

Students will watch a short video depicting what life was like in Kentucky when they were just as divided as the nation during the Civil War.

Program Synoposis: The Civil War not only split the national family-it also caused personal sacrifices off the battlefield as well as on it. A young boy experiences these effects firsthand as he watches his father and uncle feud and his nanny fear for her freedom and future. He truly discovers the meaning of sacrifice when Confederate soldiers steal all the family's horses (and wealth), leaving only his pet pony, which must then become the family workhorse. *Time: 14:32*

Separate students into Activity Groups/Cooperative Work Groups

Give students **Video/Visual/Information Analysis Sheet**
Instruct students to work together in their groups to complete political cartoon analysis

Total Time: 30min

Activities - Day 2

Activation/Motivation: Tell students that we are continuing with our study of Kentucky and the Civil War. Explain that as we begin class today students are going to make a choice as to which side they would be on in the war. Instruct students to close their eyes. As students are sitting quietly with their eyes closed teacher should pass out the ***1861 Statement of Volunteer*** to each student. Have students open their eyes and tell them to imagine it is now the year 1861 and Kentucky has "officially" said that it will remain neutral in regards to the Civil War. But in reality the state is being TORN apart. Both sides are trying to recruit soldiers for their respective causes, families are arguing, and the state is quickly becoming a mess.
Students must think about their choice and fill out the slip. Teacher will collect ***Statement of Volunteer*** before Guided Instruction.

Total Time: 10min.

Guided Instruction: Explain to students that families across Kentucky were split just like the nation was split in the Civil War. Kentucky was affected from the most rural areas to the most populated areas. It also affected Kentucky's most ordinary citizens to its most famous citizens; which means almost every Kentucky family felt the true meaning of the term "brother against brother." Show students the PowerPoint ***Kentucky Families Divided***. As you view discuss the slides and each family. Each one had an impact on their family. The Lincoln's had an impact on their family, but also people were watching their every move.

Total Time: 20min

Small Group Activity/Cooperative Work Groups

Separate students into small groups. Give students **Recruitment Handbills and Analysis Sheet**.

Instruct students to work together in their groups to complete analysis sheet.

Total Time 15min

Assessment Plan

Objective Number	Type of Assessment	Description of Assessment	Adaptations/ Accommodations
Objective 1	Formative	Video/Visual/Informational Analysis Answers to questions	Extra time for students with IEP's-*specific per school/ school system
Objective 2	Formative	Document/Image/ Informational Analysis Answers to questions	Extra time for students with IEP's-*specific per school/ school system

Impact

- Students will increase skills and knowledge of using primary source documents that are visual and in written form. In doing so, the student will increase critical thinking skills both individually and as a group member. Students will also be given opportunities to work in collaborative groups that will encourage students to be active participants. These activities are learner driven and focused on process.

Refinement / Lesson Extension

- Teacher will make adjustments as needed for implementation, based on the reflection. This lesson could be extended into the areas of Liberty, Citizenship and Civic Responsibilities.

Sources

- *Kentucky Historical Society*
- *KET-ket.org*
- *Kentucky Military Museum-Kentucky Historical Society*
- *Civil War Trust*
- *National Archives/Library of Congress Washington, DC*
- *Cincinnati Civil War Round Table*
- *Fourt Grade Studio Blog Spot-M. Celley-Anderson*

Entrance Slip! Name _____

Topic: _____

Example	Counterexample

Entrance Slip! Name _____

Topic: _____

Example	Counterexample

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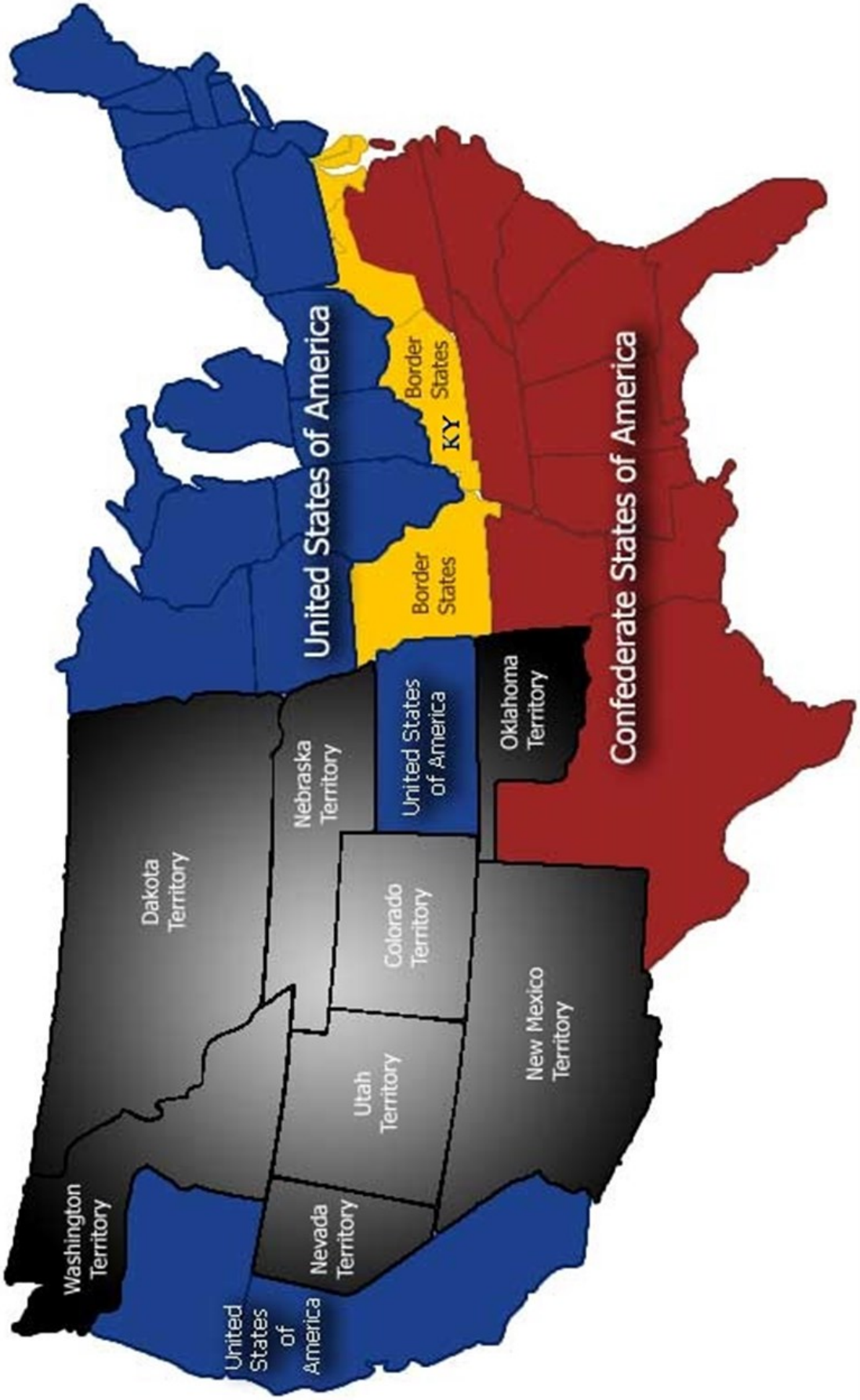

Washington Territory
Dakota Territory
United States of America
Nevada Territory
Utah Territory
Colorado Territory
Nebraska Territory
United States of America
United States of America
Border States
Border States
KY
Oklahoma Territory
New Mexico Territory
Confederate States of America

Background Information
A House Divided

Civil War Kentucky

Situated between three slave states and three free and connected by railroad arteries into Tennessee and Ohio, Kentucky was bounded by rivers accessing the Deep South and the East Coast. Kentucky was also where North and South converged, but when those two philosophies collided over slavery in 1860, the impact shook Kentucky to its core.

The presidential election of 1860 deepened a growing division between divided Kentuckians. But when Lincoln's victory brought secession and war, the state was too divided to rally behind either side. Torn geographically, ideologically, economically, politically and militarily between North and South, Kentucky was the physical embodiment of the Civil War era's "brother against brother" strife.

Slave or Free

Slavery was first introduced to Kentucky during its territorial days, and for nearly the first 40 years of its statehood, Kentucky's population of slaves grew faster than that of whites. By 1830, slaves constituted 24 percent of all Kentuckians, although this ratio dropped to 19.5 percent by 1860. Slave owners in Kentucky numbered more than 38,000 in 1860, the third highest total behind Virginia and Georgia. Like most slave states, Kentucky was not a land of large plantations: 22,000 of its slave holders — or 57 percent — owned four or fewer slaves.

Kentucky v. Kentucky

As one southern state after another seceded between December 1860 and May 1861, Kentucky was torn between loyalty to her sister slave states and its national Union. One month after the opening shots at Fort Sumter in April 1861, Gov. Beriah Magoffin issued a formal proclamation of neutrality and advised Kentuckians to remain at home and away from the fight. Although Magoffin did not believe slavery was a "moral, social, or political evil," he opposed immediate secession on two fronts. First, he believed the sectional differences could be worked out through mediation. Second, he feared an invasion of Kentucky if the state seceded.

At the individual level, Kentucky Unionists favored neutrality because they disapproved of southern secession. Confederate sympathizers backed neutrality because they feared that if Kentucky chose a side, she would choose the Union.

But neutrality in principle was much less complicated than neutrality in practice. Army recruiters from both sides entered Kentucky to enlist volunteers, and each army amassed troops along the state's borders. Within Kentucky, the rival factions organized militias — Confederate sympathizers called themselves the State Guards, while Unionists became the Home Guards.

Video/Visual/Informational Analysis Sheet

Kentucky controlled much of the Ohio River.

Kentucky Governor Beriah Magoffin
He received requests from both the Union and the Confederacy asking Kentucky for troops and denied both. Considering his belief regarding slavery, which side do you feel Governor Magoffin actually would have sided with if he was not in a leadership role in the state? Explain

1. Prior to the Civil War, Kentucky was able to do business with the North and the South. What kind of business would Kentuckians have been able to do with the South or Southerners?

   What kind of business with the North or Northerners?

2. Governor Magoffin did not believe that slavery was a "moral, social, or political evil." So in your opinion was he opposed to slavery? Why or why not?

3. In the video, Francis and Tom were on differing sides. They were truly "brother against brother." Francis called it a *raid* and Tom called it an *invasion.* Which brother made the better argument?

   Why do you feel that way?

4. During dinner, did you get the impression that the black woman sitting behind the table was a slave? Explain your answer.

5. How did you feel about the Confederate Commander in charge of getting the horses? Explain.

1861 Statement of Volunteer

Date _____

Name _____

*Residence*_____

*Age*_____

Occupation _____

Where Born _____

Whether New Recruit or Veteran Soldier _____

Examining Surgeon Mustering Officer _____

County Bounty Paid _____

X _____

Kentucky Families Divided.pptx

KENTUCKY FAMILIES DIVIDED

Torn by War!

Now war has come to Kentucky. Families have chosen sides and the pain of war has torn Kentucky families apart. From the smallest farm house, all the way to the White House.

THE CLAY FAMILY

Henry Clay – The Great Compromiser

Henry Clay said that he hoped he would never live to see his beloved Union torn apart by Civil War. He got his wish but his family did not...

The Compromise of 1850 delayed the Civil War for a decade.

THE CLAY FAMILY

Sons of Henry Clay

James B. Clay Allied himself with the Confederacy and raised troops for Braxton Bragg.

Henry Clay III Union Officer
Captain Henry Clay III, never faced his brother on the battlefield. He wrote that he was always fearful of seeing his brother James on the opposite side of the battlefield. Henry ended up dying as a prisoner of war in 1862.

Lieutenant James B. Clay Jr, CSA
James Jr. was one of many grandsons of Henry Clay, who fought for the Confederacy.

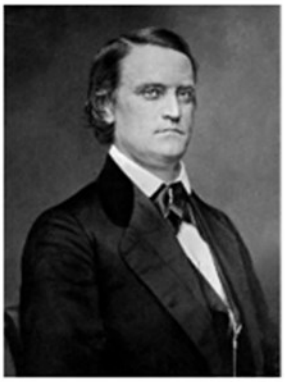
BRECKINRIDGE FAMILY

The Breckinridge family had always been a prominent Kentucky family dating back to the founding of Kentucky in 1792.

John Breckinridge
Founder of the Breckinridge clan.

Breckinridge County Kentucky is named for him. He served in the US Senate and became the Attorney General of the United States under Thomas Jefferson.

BRECKINRIDGE FAMILY



John C Breckinridge

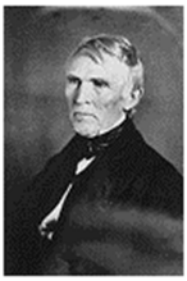
John C Breckinridge was serving as a United States Senator when the Civil War broke out. He would eventually resign his office, leave the Union and join the Confederacy. He would command the Confederate regiment called the Orphan Brigade and also serve as the Confederate Secretary of War.

John C Breckinridge
Orphan Brigade Commander

Joseph C Breckinridge
Union Officer and cousin to John C.

Reverend Robert Breckinridge
Uncle of John C Breckinridge and father to Joseph, was a Union supporter

CRITTENDEN FAMILY



John J Crittenden, Kentucky Senator

At the time of the outbreak of the Civil War. John J Crittenden fought to keep Kentucky together. There were disputes between Confederate and Union sympathizers. He proposed the Crittenden Compromise which called for the federal government to allow States to decide the slavery issue. His compromise failed. Not only did Kentucky split but so did his family.

Sons of John Crittenden

George B Crittenden
Major General CSA

Thomas L Crittenden
Major General Union Army

PRENTICE FAMILY

George D. Prentice

Editor of the Louisville Daily Journal, a prominent newspaper in Kentucky, he was a leading Kentucky Unionist. Prentice was one of President Lincoln's advisors for Kentucky affairs during the war. Both of his sons chose to join the Confederacy.

Clarence Prentice

Clarence Prentice served in the Confederate Army and survived the war.

Photo not available

William Courtland Prentice

Courtland served in the Confederate army and died in battle in Augusta, Ky in 1862. His father George wrote his obituary for the Louisville Daily Journal.

THE LINCOLN FAMILY

Abraham and Mary Todd Lincoln were both born in Kentucky. Their family had strong ties to the state of Kentucky.

Ben Hardin Helm CSA

Ben Helm was married to Mary's sister, Emilie. When he died in 1863 it had a profound affect on President Lincoln. Who had been very close to Ben.

David Todd CSA

David Todd was Mary Todd Lincoln's brother. He ran a prison for Union soldiers. Newspapers reported he was very cruel to prisoners. He eventually was removed by Jefferson Davis and sent back to his Regiment.

Having Confederate relatives affected the Lincolns in many ways. Newspapers printed all kinds of stories about Todd family members. People in the North and the South criticized the First Lady. The Lincolns had to be very careful about what they said and did.

A NATION DIVIDED-A STATE DIVIDED.

In hundreds of families, brother was indeed pitted against brother and father against son. The divided family was a reality and a symbol of a divided nation. The effects of the Civil War on the family were long-lasting and many aspects of everyday family life for generations were strained even after the fighting stopped. Kentucky history is full of families who represented the Union and the Confederacy from 1861-1865.

THE KENTUCKY ELECTION.

On 20th the special election for ten members of Congress will be held in Kentucky. The anti-secessionists are confident that at least nine good and true Union men will be chosen, and are hopeful that the entire delegation will be supporters of the stars and stripes.

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Reset Form

Cartoon Analysis Worksheet

Print Form

Level 1

Visuals	Words (not all cartoons include words)
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title. 2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. 3. Record any important dates or numbers that appear in the cartoon.

Level 2

Visuals	Words
2. Which of the objects on your list are symbols? 3. What do you think each symbol means?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? 5. List adjectives that describe the emotions portrayed in the cartoon.

Level 3

A. Describe the action taking place in the cartoon.

Limit response for each question to 3 lines of text

B. Explain how the words in the cartoon clarify the symbols.

C. Explain the message of the cartoon.

D. What special interest groups would agree/disagree with the cartoon's message? Why?

Reset Form

Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408

Print Form

KENTUCKIANS,

I AM authorized by the President, of the Confederacy, to organize troops and issue Commissions.

I appeal to you to make one effort for your principles, for your institutions and

FOR YOUR STATE.

RALLY under your flag, ORGANIZE and muster your men in the cause of the SOUTH.

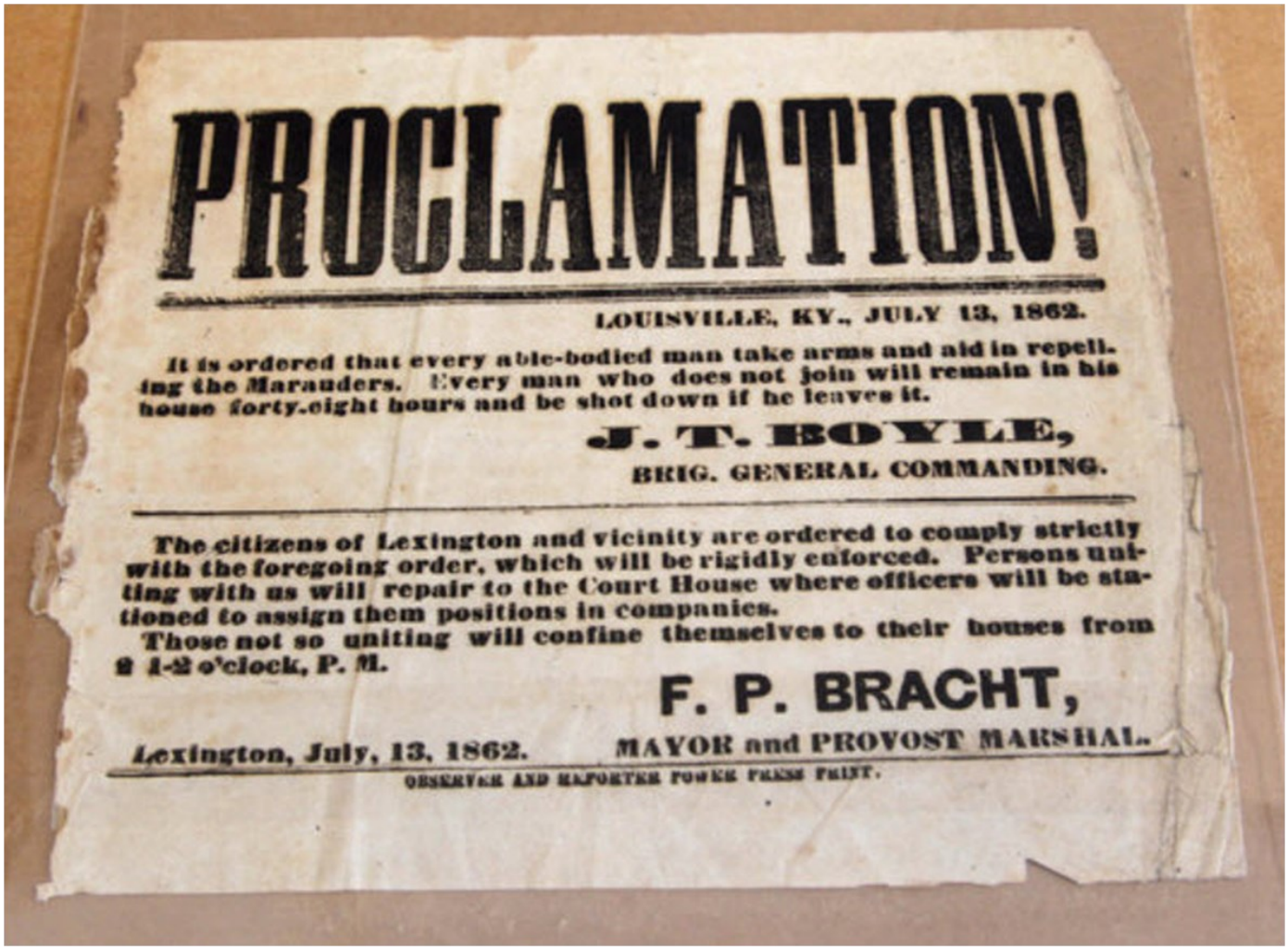
BRECKENRIDGE, BUCKNER AND THEIR

BRAVE KENTUCKIANS

ARE ON THEIR WAY TO

JOIN YOU. Make one effort, strike one blow, and your State will be saved from Yankee thraldom and take place in the van of the Confederacy, where her interests, her institutions and her principles rightfully place her.

KIRBY SMITH, Maj. Gen. C. S. A.



PROCLAMATION!

LOUISVILLE, KY., JULY 13, 1862.

It is ordered that every able-bodied man take arms and aid in repelling the Marauders. Every man who does not join will remain in his house forty-eight hours and be shot down if he leaves it.

J. T. BOYLE,
BRIG. GENERAL COMMANDING.

The citizens of Lexington and vicinity are ordered to comply strictly with the foregoing order, which will be rigidly enforced. Persons uniting with us will repair to the Court House where officers will be stationed to assign them positions in companies.

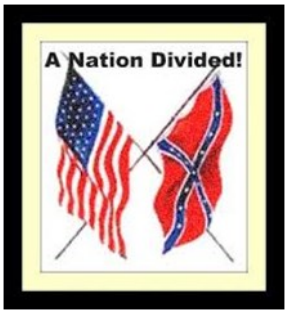
Those not so uniting will confine themselves to their houses from 2 1-2 o'clock, P. M.

F. P. BRACHT,
MAYOR and PROVOST MARSHAL.

Lexington, July, 13, 1862.

OBSERVER AND REPORTER POWER PRESS PRINT.

Recruitment Analysis Sheet



Describe

What does this handbill say?

What colors are used on this handbill?

Analyze

Why was this posted?

Where do you think it would be posted?

Interpret

Do you think this handbill would be effective today? Why or why not?

How would you get out this message today?