

# Veterans Legacy Program Curricular Materials



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Grade(s)	4 <sup>th</sup> or 5 <sup>th</sup> ELA and Social Studies
Time (Minutes/ Days)	45 minutes — 3-4 days

## Lesson Overview

Students will work on a Document Based Question (DBQ) "What Did African Americans Do to Help Themselves During the Civil War?" especially regarding the military, and more specifically the 33<sup>rd</sup> United States Colored Troops (USCT). Students will read the background essay as a whole group and then split into small groups to read their assigned article and answer the associated DBQ questions. Students will come back together as a whole group and discuss their findings. Students will then answer the DBQ exit slip question independently and turn it in.

## Essential Question

DBQ What did African Americans Do to Help Themselves During the Civil War?

## Florida State Standards

### Reading Benchmarks for 4<sup>th</sup> and 5<sup>th</sup> grade

- ELA.4.R.2.2: Explain how relevant details support the central idea, implied or explicit.
- ELA.4.R.2.4: Explain an author's claim and the reasons and evidence used to support the claim.
- ELA.4.R.3.2: Summarize a text to enhance comprehension.
- ELA.4.R.3.3: Compare and contrast accounts of the same event using primary and/or secondary sources.
- ELA.5.R.2.2: Explain how relevant details support the central idea(s), implied or explicit.
- ELA.5.R.2.3: Analyze an author's purpose and/or perspective in an informational text.
- Summarize a text to enhance comprehension.
- ELA.5.R.3.3: Compare and contrast primary and secondary sources related to the same topic.

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## Social Studies Benchmarks for 4<sup>th</sup> and 5<sup>th</sup> Grade.

- SS.4.A.1.1: Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
- SS.4.A.1.2: Synthesize information related to Florida history through print and electronic media.
- SS.4.A.5.1: Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.
- SS.4.A.5.2: Summarize challenges Floridians faced during Reconstruction.
- SS.4.AA.1.1: Identify African American community leaders who made positive contributions in the state of Florida
- SS.5.A.1.1: Use primary and secondary sources to understand history.
- SS.5.AA.1.2: Examine the Underground Railroad and how former slaves partnered with other free people and groups in assisting those escaping from slavery.
- SS.5.AA.1.4: Identify freedoms and rights secured for and by former slaves.

## Required Materials

- Smartboard
- Internet Access
- Laptops or Tablets (optional)
- What did African Americans do to help themselves during the Civil War? DBQ texts and questions (See below)
- DBQ Exit Slips (See below)
- Create Your Own DBQ Assignment (see below)

## Learning Objectives

- Draw on information from multiple print sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Integrate information from several texts on the same topic in order to speak about the subject knowledgeably.
- Analyze primary and secondary sources to learn about African Americans in the Civil War..

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## Procedure

### Note for Teacher

Lesson can be scaffolded to differentiate learning. Students may need to be in small groups with the teacher to complete the articles and questions. Students may also need to be enriched. A writing component can be added at the end for students to summarize their learning or write an essay about their findings. Teachers can take this lesson and make it their own, however they think it will work best in their classroom.

### Introduction/Starter

- Lesson Expectations -Discuss Goals above and Overview the lesson with students.
- Warm Up- Video-Emancipation Proclamation:  
<https://www.youtube.com/watch?v=xKzyKPZSabY>
- Overview of Vocabulary-Go over any words the teacher feels will hinder student's reading, and understanding of their article, as well as completing questions on their page. Teacher should tailor this to his or her classroom. ELL and lower-level students will need more scaffolding than higher-level and Gifted students.

### DBQ: What did African Americans do to help themselves during the Civil War?

- After watching the video, Give each student a copy of the Background Essay
- Students will take turns reading the Background Essay as a class and discuss what they know about the North and the South during this time.
- Split students into small groups, preferably 5-6 students in each group. Give students about 15-20 minutes to work with their group to read their assigned article and answer article questions. Gauge time if they need a few more minutes. Circulate the room and listen to make sure students are on the right track and if they need a little more guidance.
- Bring Students back together and have one person from each group volunteer to discuss their article and what they chose for answers.
- Choose a Blooket on Emancipation Proclamation. You can create a free account. Each student will need their own device to independently complete the task. Put the code to sign in on the Smartboard. <https://www.blooket.com/>
- Optional Activity: If teacher would like to add a writing assignment or enrichment activity, students can write a paragraph or essay about their answers and provide evidence on their findings. If you choose to do this, you will need additional time and more than likely additional class periods to complete. A teacher can also decide to add this as a homework activity and use the DBQ Exit Slip to end the lesson for the day.

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- Cut the DBQ questions into individual answer sheet strips and then have students individually complete the DBQ Question either in class or as homework. They should be answering the questions What Did African Americans Do to Help Themselves During the Civil War?

## Create Your Own DBQ: What were the experiences of African Americans during the Civil War?

- Using the knowledge learned from the first DBQ, students will use their skills to create their own DBQ using the biographies and source packets from one of three African American Veterans who fought in the Civil War.
- Divide students up into small groups for this assignment.
- Students will use resources from the UCF VLP to help them craft a short background essay about the experiences of African Americans during the Civil War (see links in the assignment below.)
- Students will then choose two of the three Veterans listed in the assignment to do some research on. Using the biographies of the Veteran and the source packets, students will fill out the Create Your Own DBQ Source worksheets. They will need to choose two primary sources- one for each of the two Veterans they look at. Then, they will craft their own two questions for each primary source that help them to answer the DBQ question. They will also create sample responses to their questions to demonstrate their understanding of the content.

### DOK Stem Question

- What key details lead you to the main idea of the story? (DOK 1)
- What can you infer after reading the text (DOK 2)

### Engaging Strategies

- Introduction video
- Breaking into small groups to answer DBQ.
- Sharing with partners/class
- Blooket on Emancipation Proclamation

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## Bibliography for Further Reading/Teacher/Student Use

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Weidman, Budge. "Black Soldiers in the Civil War: Preserving the Legacy of the United States Colored Troops." National Archives. Accessed September 29, 2023.

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# What did African Americans do to help themselves during the Civil War?

## Background Essay

On December 20, 1860, Southern states began to secede (break away) from the Union. Southern states, who used slaves, did not want any new states that entered the Union to become free. Eventually, those seceded states became the Confederate States of America and did not consider themselves as part of the United States anymore.

Although the official start of the Civil War is considered the firing of shots at Fort Sumter in 1861, it wouldn't be until Abraham Lincoln signed the Emancipation Proclamation on September 22, 1862 that African American troops be allowed in the military.



First reading of the Emancipation Proclamation before the Cabinet (Library of Congress)

The Emancipation Proclamation officially took effect on January 1, 1863, and at this point our country was already divided over the issue of slavery. The Proclamation stated that all slaves in rebellious states and areas would become free and those freed slaves and other African Americans could enlist in the Union army. This would also give the Union the advantage in the war.

The US Army created African American units and newly freed slaves went north and became a part of different regiments, including the 33<sup>rd</sup> and 34<sup>th</sup> United States Colored Troops (USCT). Some of these men are buried in St. Augustine National Cemetery. In all, 186,000 African Americans joined the Union Army and 38,000 died during the war. This accounted for about 10% of the Union Army.

The men's service reflects African American efforts to free themselves, including the role of formerly enslaved black women and men. These efforts included the men of the 33<sup>rd</sup> USCT, Frederick Douglass, a leading African American abolitionist, Susie King Taylor, who wrote a memoir about her time with the 33<sup>rd</sup> USCT, as well as Harriet Tubman, an escaped enslaved woman who worked with the 33<sup>rd</sup> and 34<sup>th</sup> USCT.



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“Contrabands” comprised formerly enslaved people who escaped from their enslavers in Confederate states during the Civil War. This is a photo of “Contrabands” at Cumberland Landing, Virginia. (Library of Congress)



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## Harriet Tubman

Known as the “Moses of her people,” Harriet Tubman was enslaved, escaped, and helped others gain their freedom as a “conductor” of the Underground Railroad. Tubman also served as a scout, spy and nurse for the Union Army during the Civil War. She also served with the 33<sup>rd</sup> and 34<sup>th</sup> USCT.

The Underground Railroad was established in the late eighteenth century by black and white abolitionists. It was not a railroad with tracks but a network of escape routes and safe houses. Tubman likely benefited from this network in 1849, when she and two brothers escaped north. Tubman returned to the South several times and helped dozens of people escape. Her success led slave owners to post a reward for her capture or death. Tubman was never caught and never lost a “passenger.”

Tubman helped many of these escaped individuals find food, shelter, and even jobs in the North. As a nurse, Tubman dispensed herbal remedies to black and white soldiers dying from infection and disease. She nursed and spied with the 33<sup>rd</sup> USCT. She also led US soldiers on a raid into the countryside to free slaves during the war.

1. Why do you think Tubman went back to help the slaves after she escaped?
2. Why would white people help with the Underground Railroad?
3. How does this mini-q help answer the question: “What Did African Americans Do To Help Themselves During the Civil War?”



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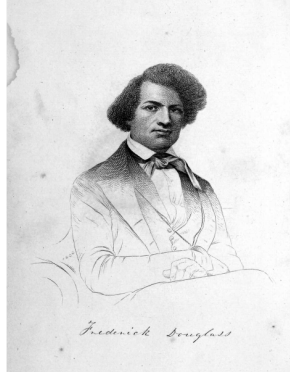
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## Frederick Douglass



Portrait of Frederick Douglass (Library of Congress)

Frederick Douglass, born into slavery, became one of the best-known African Americans, a leading intellectual, of the nineteenth century. Frederick's curiosity and drive to learn began as a child when he taught himself to read by secretly borrowing white children's books. He acquired skills, saved money and escaped to the north, with the help of the Underground Railroad. Once Frederick became a free, educated man, he could speak out against slavery. In 1845 he wrote his autobiography, where he described his escape from enslavement. He traveled around the country speaking to white and black audiences denouncing slavery. When the war came, he recruited Black soldiers.

In 1852, he gave the keynote address at a July Fourth ceremony in New York City. The audience expected a speech praising America's independence. Instead, Douglass harshly criticized the United States for its support of slavery. Below is an excerpt of his speech:

*"Fellow citizens, pardon me. I need to ask, why have I been invited to speak here today? What do I or other black people have to do with your national independence? Are we given freedom and justice in the Declaration of Independence? And am I supposed to tell you what benefits we have gained from your independence and express our gratitude for it?"*

*We plow, plant, and reap. We use all kinds of mechanical tools, construct bridges, build ships and houses, work in brass, iron, copper, silver, and gold. We read, write, and do math. We work as clerks, merchants, and secretaries. We are lawyers, doctors, ministers, poets, authors, editors, and teachers. We do all the activities that other men do, feed sheep and cattle on the hillside, live, move, act, think, plan, and live in*



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*families as husbands, wives, and children. Still, we must prove that we are men.*

*Do you want me to argue that man must be free? That he is the rightful owner of his own body? You have already declared it. Must I argue the wrongfulness of slavery? Is that a question for Americans? Is it to be settled by the rules of logic and debate? Is it so hard to understand? How should I argue in front of Americans that men have a natural right to freedom? To do so would be to make myself ridiculous, and to insult your intelligence. There is not a man who does not know that slavery is wrong for him."*

1. Why would Douglas pick an Independence Day event to make this speech?
2. What does Douglas mean in paragraph 4 when he says "still, we must prove that we are men?"
3. How does this mini-q help answer the question: "What Did African Americans Do To Help Themselves During the Civil War?"



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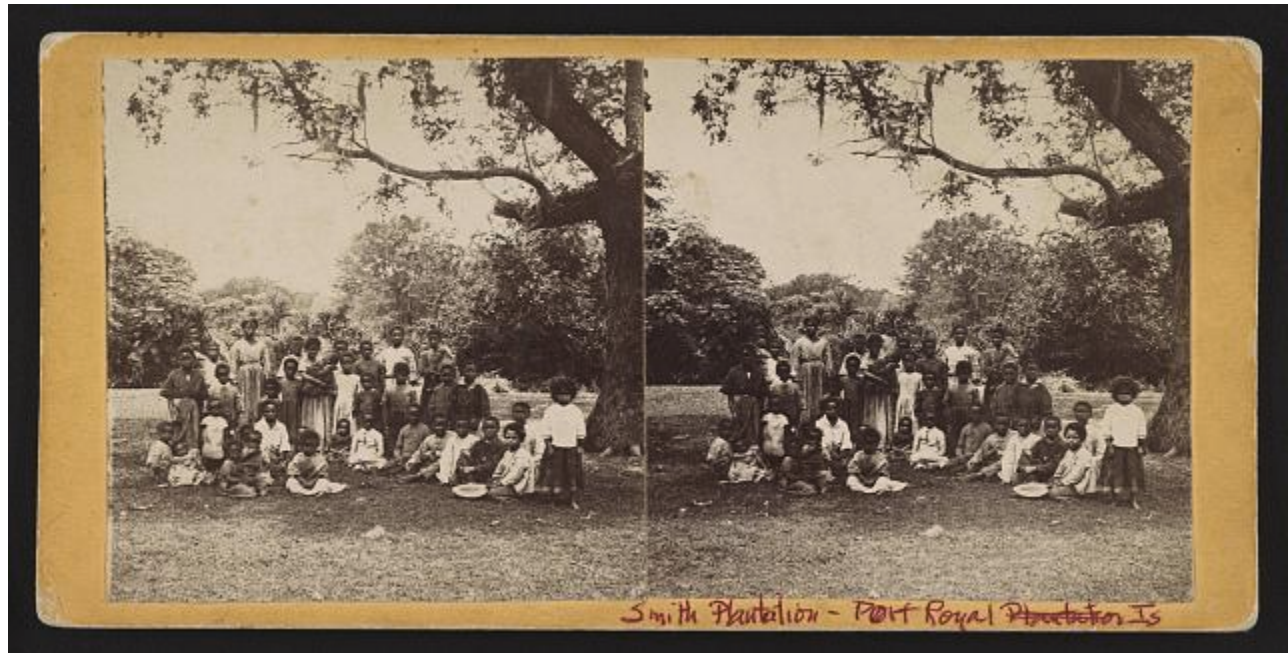
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## Susie King Taylor



*Freed Black men on the Smith Plantation near Camp Saxton on Port Royal Island in South Carolina. By the end of the war, 186,000 slaves had joined the Union Army. (Library of Congress)*

Susie King Taylor, teacher, and nurse, overcame adversity and helped others out of slavery. She was the only African American woman to publish a memoir of her wartime experiences. Susie was born into slavery. In Georgia, it was illegal for African Americans to be educated, so Susie attended secret schools, taught by black women. Her ability to read proved invaluable not only to her, but to other African Americans she educated during the war. At the age of 14 her uncle helped her gain her freedom.

Taylor and thousands of African American refugees found themselves seeking safety behind Union lines. She soon joined the First South Carolina Volunteers, the first black regiment in the US Army. Taylor originally worked as a laundress and throughout the war would cook and wash. However, because she was able to read, she became the reading instructor for the regiment of former slaves. After the war she devoted much of the rest of her life to working with the Woman's Relief Corps, a national organization for women who helped Civil War Veterans.



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Susie King Taylor, 1902 (Library of Congress)

1. Why was it so remarkable that Susie King Taylor was a nurse and a teacher?
2. Why was Susie's job as a reading instructor more important than her other jobs with the military?
3. How does this mini-q help answer the question: "What Did African Americans Do To Help Themselves During the Civil War?"



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## Emancipation Day in South Carolina



Emancipation Day in South Carolina, January 1, 1863, by John Osborne, (Source: *Frank Leslie's Illustrated Newspaper*, January 24, 1863, p. 276.)

The 1st South Carolina Colored Volunteer Infantry was formed in late 1862 from escaped slaves from South Carolina and Florida. The regiment celebrated Emancipation Day, January 1, 1863, at Port Royal, SC, when the proclamation went into effect. This cartoon documents the regiment receiving its flags, or colors, from its colonel, Thomas Higginson. Sergeant Prince Rivers, the new color sergeant who carried one of the regimental flags, then addressed the crowd. The unit was one of the first federally organized black regiments and became the 33rd United States Colored Troops. in February 1864.



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1. How does this image describe what is going on in our country at the time?
2. Why was the formation of the United States Colored Troops so significant?
3. How does this mini-q help answer the question : "What Did African Americans Do To Help Themselves During the Civil War?"



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What did African Americans do to help themselves during the Civil War?

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What did African Americans do to help themselves during the Civil War?

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## Create Your Own DBQ- African Americans in the Civil War

Instructions: After completing the DBQ about African Americans in the Civil War, you will work with your group to create your own DBQ about how African Americans participated in the Civil War. You will use the context texts and primary sources from Veterans buried in St. Augustine National Cemetery to construct your questions. You will also provide sample responses to be the rubric of your DBQ!

Your DBQ must include the following:

- A background essay (use some of the background texts from the UCF VLP to help you!)
  - [African Americans in the Civil War](#)
  - [Civil War: 33rd US Colored Infantry](#)
  - [Civil War: The Struggle for Equal Pay](#)
- Two primary sources (one from two different Veterans) selected from the sources provided here:
  - [Thomas Hanandos Source Packet](#)
  - [William Hewlin Source Packet](#)
  - [Abram Lancaster Source Packet](#)
- For each primary source, write two questions that help to answer the question: **What was the experience of African Americans like during the Civil War?**
  - These questions should be specific to the source you decide to use. Remember, you want to choose sources that help provide the most useful information!
- Write a sample response to the questions you ask. You should have four total questions (2 per source) and four total answers.
- Include a short summary of the experiences of the two Veterans you decide to use for the selected sources. Use the biographies linked below to help you:
  - [Thomas Hanandos Biography](#)
  - [William Hewlin Biography](#)
  - [Abram Lancaster Biography](#)



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## Background Essay

Using the resources from the UCF VLP linked above, write a short background essay about the experiences of African American Veterans during the Civil War.



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## DBQ Source 1

Name of Veteran (Thomas Hanandos, William Hewlin, or Abram Lancaster)	
Brief summary of the life of this Veteran (use the linked biographies to help you- no more than 3-4 sentences)	
Write your first question about the source. (Remember, this question should help us answer the bigger question: What was the experience of African Americans during the Civil War?)	
Write your sample answer to your first question. Remember, this should be an example to help the teacher grade another student's response!	
Write your second question about the source. (Remember, this question should help us answer the bigger question: What was the experience of African Americans during the Civil War?)	
Write your sample answer to your second question. Remember, this should be an example to help the teacher grade another student's response!	



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## DBQ Source 2

Name of Veteran (Thomas Hanandos, William Hewlin, or Abram Lancaster)	
Brief summary of the life of this Veteran (use the linked biographies to help you- no more than 3-4 sentences)	
Write your first question about the source. (Remember, this question should help us answer the bigger question: What was the experience of African Americans during the Civil War?)	
Write your sample answer to your first question. Remember, this should be an example to help the teacher grade another student's response!	
Write your second question about the source. (Remember, this question should help us answer the bigger question: What was the experience of African Americans during the Civil War?)	
Write your sample answer to your second question. Remember, this should be an example to help the teacher grade another student's response!	



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