

Contents

| | Page | Handout |
|--|-------------|----------------|
| Series Introduction | v | |
| Unit Introduction..... | ix | |
| Sample Lesson: Getting Back What's Mine | xi | A, B |
| 1 Business and Labor: | | |
| Railroads in the South: The Great Locomotive Chase..... | 1 | 1 |
| 2 Culture: Combat Journalism..... | 11 | 2, 3 |
| 3 Everyday Life: Camp Life during the Civil War | 19 | 4 |
| 4 Immigration: The New York Draft Riot of 1863 | 27 | 5, 6, 7 |
| 5 Larger World/Diplomacy: Great Britain and the War..... | 37 | 8 |
| 6 Law and Society: The Emancipation Proclamation | 47 | 9, 10 |
| 7 Minority Experience: | | |
| Stand Watie and the Cherokee Confederates..... | 55 | 11, 12, 13, 14 |
| 8 Politics: The Trial of Mary Surratt..... | 63 | 15, 16 |
| 9 Religion: The War Affects Religious Culture | 77 | 17, 18, 19 |
| 10 Women: Nursing during the Civil War | 87 | 20, 21 |
| Appendix | | |
| Primary Source Analysis Worksheets | | |
| Written Document Analysis Worksheet..... | 102 | 22 |
| Map Analysis Worksheet | 103 | 23 |
| Cartoon Analysis Worksheet..... | 104 | 24 |
| Photograph Analysis Worksheet | 105 | 25 |
| Poster Analysis Worksheet | 106 | 26 |
| Motion Picture Analysis Worksheet | 107 | 27 |
| Sound Recording Analysis Worksheet..... | 108 | 28 |
| Artifact Analysis Worksheet..... | 109 | 29 |
| Bibliography | 110 | |
| Online Sources | 110 | |

Series Introduction

The *Primary Sources in U.S. History* series is designed to encourage a sense of connection to the past, an appreciation of different perspectives and cultures, and further investigation of the people who made history in the United States. Students take part in the analysis and interpretation of various types of documents, applying critical thinking skills to discover more about the major political, social, and economic movements in American history. They become active investigators who must defend, alter, or abandon their positions when confronted with new information. They are challenged to make sense of history using the raw materials of the discipline. These lessons complement the material in The Center for Learning's other U.S. history units; all may be used creatively in conjunction with any textbook or course of study to enrich and deepen the study of American history.

The *Primary Sources in U.S. History* series is organized chronologically and thematically. Each of the units covers a major epoch in American history. See the Center for Learning website (www.centerforlearning.org) for a complete list of titles.

Each unit contains one lesson on each of the following topics:

- Business and Labor
- Culture
- Everyday Life
- Immigration
- Larger World/Diplomacy
- Law and Society
- Minority Experience
- Politics
- Religion
- Women

Goals and Assumptions

1. History is an evolutionary process. To appreciate the present and look to the future, students need to examine that process and investigate how and why changes occur.
2. History is comprised of recurring themes. To understand the place these themes have in the present, students must analyze them and draw conclusions about them.
3. Understanding American society requires students to recognize the interrelationship of political, social, and cultural issues.
4. Students need certain skills (reading, writing, questioning, speaking, and thinking), so instruction and practice in these areas must be provided.

Objectives

1. To provide students with a knowledge base in American history
2. To enable students to read and digest factual information independently, in small groups, and in large group settings, in order to employ higher-level thinking skills
3. To develop the necessary skills in students that enable them to think clearly and communicate their ideas to others
4. To make students aware of commonalities and differences in the American community that have developed over time
5. To guide students in analyzing and assessing the point of view of historical actors
6. To help students understand and think critically about crucial issues and people in American history
7. To give students more experience with questioning sources, evaluating competing interpretations of facts, comparing and contrasting perspectives, understanding causation, and making reasonable arguments based upon evidence

Themes

1. Humans shape their behavior in response to universal human needs and values.
2. Conflict unresolved by compromise and change may lead to violence.
3. Cultures are constantly undergoing change.
4. Human behavior reflects adaptation to and modification of physical and human environments.
5. Individuals tend to interpret the past, present, and future in terms of their own values and points of view.
6. Specialization increases interdependence.
7. A democratic society encourages but does not insure equality.
8. Power can be used to achieve both constructive and destructive ends.
9. Through government and other institutions, humans modify and regulate their organizations to achieve goals of justice, stability, freedom, and growth.
10. Change is constant.

Concepts

1. Conflict
2. Commitment
3. Frame of reference
4. Opportunity
5. Freedom
6. Family
7. Causation
8. Evolution
9. Revolution
10. Historical interpretation
11. Equality
12. Government
13. Rights
14. Stability
15. Justice
16. Democracy
17. Participation
18. Nationalism
19. Dependence
20. Independence
21. Interdependence
22. Specialization
23. Behavior
24. Sectionalism
25. Work ethic
26. Leadership
27. Change
28. Reform
29. Culture
30. Industrialism
31. Urbanization
32. Cooperation
33. Environment
34. Decision making
35. Values
36. Expectations
37. Market economy
38. Wants and needs
39. Resources
40. Communication

Skills

1. Interpret what is read by drawing inferences.
2. Detect cause-and-effect relationships.
3. Assume the perspective of the other person.
4. Decode maps.
5. Read for a variety of purposes.
6. Interpret various forms of printed and visual materials.
7. Draw logical conclusions.
8. Evaluate sources of information.
9. Prepare summaries, position papers, and other written materials.
10. Identify bias in printed and visual materials.
11. Group data in categories according to appropriate criteria.
12. State relationships between categories of information.
13. Recognize the values implicit in issues and the possible courses of action that flow around them.
14. Predict likely outcomes based on factual information.
15. Identify instances in which more than one interpretation of factual materials is valid.
16. Extract significant ideas from supporting, illustrative details.
17. Restate major ideas of a complex topic in concise form.
18. Form opinions based on critical examination of relevant information.
19. Communicate effectively both orally and in writing.
20. Listen carefully for information.

Lesson 4—Immigration

The New York Draft Riot of 1863

Objectives

- To gain understanding of the causes of the New York City Draft Riots of 1863
- To examine the results of the riot and its effect on the city and its African American population

Notes to the Teacher

When the Civil War broke out in 1861, the Union Army was dependent on state militias and volunteers for the majority of its soldiers. As the war dragged on in its first two years, the Union Army lost the few battles which were fought. Because many state militia units had signed up for twelve month terms, volunteers often returned home at the end of a year, forcing the army to recruit and train replacements. Eventually President Lincoln instructed the War Department to stop guaranteeing length of service. Enlistments and conscriptions were now extended until the end of the war. A Conscription Act was passed by Congress in 1863 and signed into law. After the Conscription Act was passed, many immigrants were shocked to find out that citizenship carried with it the requirement that they now fight to defend the nation.

Earlier in the year, in January 1863, the Emancipation Proclamation, issued by Abraham Lincoln went into effect. Most ordinary people did not understand the document and few understood that it applied only to those areas still in a state of rebellion against the Union, not in the areas controlled by the Union Army. The immigrants only knew that the document freed African-American slaves from bondage. The abolition of slavery and the emancipation of African Americans were seen by many immigrants as the main cause of the war. Many of the rioters were laborers who feared the emancipation of African Americans, who might compete with them for jobs. As a result, rioters attacked, beat, and tortured African Americans, including one man who was beaten, lynched, and set on fire. The Colored Orphan Asylum, which provided a home to hundreds of African-American children, was attacked, but police were able to maintain control long enough for the children to be evacuated.

Population figures for immigrants living in the tenements of lower Manhattan are sketchy at best. No one is exactly sure what the death toll was during the rioting. One estimate puts the number at 120, and at least eight were African-American men who were lynched. At least two thousand people were injured. Total property damage was estimated to be between one and five million dollars, some of which was reimbursed by the city. Fifty buildings were burned to the ground. A group of merchants in the city, many of whom were strong abolitionists, formed a committee to investigate the riot and its effect on the African Americans of the city. Testimony was taken and the solicitation of donations for a compensation fund was established.

In this lesson, students read an account of the circumstances leading up to the draft riots in New York city in 1863 and answer questions for discussion. They read and discuss an excerpt from the Conscription Act of 1863. In small groups, they read excerpts from the report of the committee of merchants regarding the effects of the riot on the African-American population in the city. Using the information in the handouts, they prepare a position paper on the causes and results of the riot and how a recurrence could be avoided in the future.

Reminder to Teachers

- Decide if the appropriate primary sources analysis worksheets from the appendix will be used in this lesson.
- Assign those sections of the basal textbook that are relevant to this lesson.

Procedure

1. Prior to class distribute **Handout 5** and instruct students to read it and be ready for discussion.
2. Use the following questions for class discussion.
 - What was the largest immigrant group in New York City? (*Irish immigrants*)

- How would you categorize them? (*poor, uneducated, and unskilled immigrants who worked at low-paying jobs*)
 - Why weren't federal troops available to control the rioters? (*Most had been moved to Pennsylvania to relieve troops who had fought at the Battle of Gettysburg.*)
 - What did most of the immigrants believe would happen when the Emancipation Proclamation was enacted? (*They thought the newly freed slaves would flock to the city and take their jobs away.*)
 - What important fact about the Proclamation did the rioters not understand? (*The Proclamation freed only those slaves who were living in states controlled by the Confederate Army.*)
 - Why was the Republican Party attacked? (*The Republicans were the party of Lincoln, who freed the slaves.*)
 - How was the riot brought under control? (*Federal troops were brought into the city and the rioters were finally contained in the Fourth Ward.*)
 - Why is it difficult to determine a death toll for the riots? (*Population figures for the southern part of Manhattan are sketchy and no real records were kept.*)
3. Ask how the call to service was received during each of the following conflicts: World War I; World War II ; Korean War; Vietnam War.

Suggested Responses:

- World War I—*There was a strong belief that Germany was the aggressor in attacking France caused thousands of young men to sign up even though most of them would not be sent to Europe.*
- World War II—*Millions of young men were either drafted or enlisted voluntarily for service in a war that many regarded as a just war; only men who were physically unfit or objected to service because of religious beliefs were exempted.*
- Korean War—*Young men who had enlisted near the end of World War II*

found themselves being called up to serve in Korea.

- Vietnam War—*Thousands of young men found themselves on the way to South-east Asia; many regarded this war as an unjust war.*

Remind students that today's military is a volunteer force, and that while young men must register with Selective Service, a draft has not been instituted.

4. Distribute **Handout 6**. Have students read the excerpt and answer the questions.

Suggested Responses:

- *Troops were needed to help the federal government suppress an insurrection by the southern states, guarantee a republican form of government, and preserve the peace.*
 - *All able-bodied male citizens between the ages of twenty and forty-five were obliged to serve when called out by the President of the United States.*
5. Explain that by 1863, many immigrants believed that the war was being fought not to preserve the Union, but to free African Americans from slavery. Discuss the fears that many immigrants had of the Emancipation Proclamation. (*It would allow freed African Americans to come north and take jobs from immigrants.*) Explain that many African Americans became targets for fears and frustrations of the immigrants.
6. Divide the class into small groups and distribute **Handout 7**. Have students read and discuss the excerpts from the merchants' report.
7. Tell students that each group has been appointed by the military commander and mayor of New York City to prepare a position paper on the causes and results of the riot and how a recurrence could be avoided in the future. Allow class time for students to prepare and present their papers.

Extension Activities

1. Have students conduct additional research on the riots and prepare reports on individuals who played a prominent role in the events.
2. Have students research and prepare a presentation about the Irish Brigade of New York City, which fought in the Civil War.