

Newspaper Accounts of the Civil War

Objectives:

Using the *Chronicling America* website at <http://chroniclingamerica.loc.gov/>, students will examine primary resources to understand the difference of opinions between American Southerners and Northerners about the Civil War

Chronicling America is home to more than ten million digitized pages of American newspapers published between 1836 and 1922. A growing number of Mississippi's newspaper are being added to this national effort to make local history available to the public. *Chronicling America* is a partnership between the Library of Congress and the National Endowment for the Humanities.

This lesson is adaptable for grades 8–12.

Mississippi Department of Education Curricular Connections		
2011 Social Studies Standards	8th Grade U.S. History from Exploration through Reconstruction	2d, e, 3c, 4a, 6a, b, c
	9th-12th Mississippi Studies	1c, d, 3a, 5b, 6c
	Problems in American Democracy	2a, 3d, 5a, d
	African American Studies	1b, 6a
2014 MS College & Career Readiness Standards for English Language Arts	Grade 6-8 Literacy in History/SS– <i>Reading History/ Social Studies</i>	RH1, 4, 5, 6, 8
	Grades 9-10 Literacy in History/SS– <i>Reading History/ Social Studies</i>	RH 1, 3, 4, 5, 6, 9
	Grades 11-12 Literacy in History/SS– <i>Reading History/ Social Studies</i>	RH 1, 3, 4, 5, 6, 8, 9

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Materials: *Newspaper Document Review* worksheet, Internet connection or *Newspaper Accounts of the Civil War Resource Packet* (print on legal paper), and magnifying glass.

Procedures may be adaptable for grade levels 6-12 and specific subject matter:

Activity One: Examining Accounts

1. Break the class into three to four groups.
2. Distribute the *Newspaper Document Review* worksheet and *Newspaper Accounts of the Civil War Resource Packet* handouts (print on legal paper or access via the Internet links). (Two pages of opposing sides and worksheets per group if under six.)
3. Have the class work through the worksheets.
4. Discuss their findings using prompts such as:

Terms—Black Republicans, abolitionists, secession, blockade, percussion caps, submission, rebellion, secession ordinance, ferocity of traitors, insurrections, treason, and smuggling, arms, etc.

People—**Federal/U.S.**—Secretary William Seward, President Abraham Lincoln, President James Buchanan, Governor Austin Blair (MI), General Sterling Price, General Benjamin Butler, Major Elmer Ellsworth, Major Robert Anderson, Senator Stephen Douglas. **Confederate/CS**— President PGT Beauregard, Jefferson Davis, Governor Henry Massey Rector (AR) **Proposed Evils of the other side North vs. South**— **North/U.S./Union/Federal** - Attack on Fort Sumter, killing of Maj. Ellsworth in Alexandria, secession from the United States, treason.

South/CSA/Rebels/Confederate - Abolitionists interfering with southern way of life, over-riding states rights, Lincoln amassing troops on the Potomac across the river, Northerners threatening southerners in the north, and the blockade of southern ports trying to starve the southern markets into submission.

Events/Items Reported—Attack on Fort Sumter, secession of North Carolina, Virginia and others, English opinions of the war, blockade of southern ports, shipping, spies and reports from the other sides, Wild Cat Banks and currency, strengths and weaknesses on both sides and, martial law in Alexandria, among others.

Extension Activities:

1. Have students search the *Chronicling America* site to examine other aspects of the Civil War including: John Brown's raid on Harper's Ferry, abolitionists, various battles, people such as Robert E. Lee, William T. Sherman, etc., the end of the war, assassination of Abraham Lincoln, President Andrew Johnson, Reconstruction and more.
2. Students can use the *Chronicling America* site to research other people, or events in American history, 1836-1922.
3. View *Civil War Journal: Reporting the War*. The Civil War lives on in the American collective memory due to the pioneering efforts of reporters, artists, and photographers. Initial reports from both sides exaggerated the glory. Later reports would focus on the tragedies with excruciating detail as journalists traveled with the troops, sharing their experiences with readers. Many "special correspondents" were actually soldiers and officers whose letters home published in their local newspapers. Produced by Greystone Communications, Inc., 1993. 45 minutes, color. Middle school to adult.

This film can be borrowed free of charge from the Mississippi History on Loan Collection. Go to <http://www.mdah.ms.gov/new/learn/classroom-materials/mississippi-history-on-loan-film-collection/> or contact the Outreach Programs Coordinator at 601-576-6997.

Name: _____ Date: _____

Newspaper Document Review

Use the *Newspaper Accounts of the Civil War Resource Packet* pages or follow the links on the *Newspaper Document Review* handout to answer the questions below.

Newspaper Information

1. Name of the newspaper: _____
2. The city and state where newspaper was published: _____
3. What is the date of publication for this newspaper? _____
4. What cities are some of the articles written from? _____

Text information

4. What observations can you make from the articles on the selected page? _____

5. What terms or items have you read that are not popular today? _____

6. What can you conclude about the population of the area by reading the articles on the selected page?

7. How does the date and location of the newspaper help inform you about the events, opinions, and news reflected in its contents?

Newspaper Document Review

Use the links (listed alphabetically) below from the Library of Congress Chronicling America website to complete the document/newspaper review regarding public opinion and documentation from both the North and South beginning of the Civil War.

The Cass County Republican. (Dowagiac, Mich.), 23 May 1861. Chronicling America: Historic American Newspapers. Lib. of Congress.

<http://chroniclingamerica.loc.gov/lccn/sn85033611/1861-05-23/ed-1/seq-2/>

The Eastern Clarion. (Paulding, Miss.), 24 May 1861. Chronicling America: Historic American Newspapers. Lib. of Congress.

<http://chroniclingamerica.loc.gov/lccn/sn84020047/1861-05-24/ed-1/seq-2/>

Juliet Signal. (Juliet [Joliet], Ill.), 28 May 1861. Chronicling America: Historic American Newspapers. Lib. of Congress.

<http://chroniclingamerica.loc.gov/lccn/sn84024082/1861-05-28/ed-1/seq-2/>

Memphis Daily Appeal. (Memphis, Tenn.), 25 May 1861. Chronicling America: Historic American Newspapers. Lib. of Congress.

<http://chroniclingamerica.loc.gov/lccn/sn83045160/1861-05-25/ed-1/seq-2/>[29/ed-1/seq-1/](http://chroniclingamerica.loc.gov/lccn/sn83045160/1861-05-25/ed-1/seq-1/)

New-York Daily Tribune. (New-York [N.Y.]), 24 May 1861. Chronicling America: Historic American Newspapers. Lib. of Congress.

<http://chroniclingamerica.loc.gov/lccn/sn83030213/1861-05-24/ed-1/seq-4/>[0/1861-05-25/ed-1/seq-2/](http://chroniclingamerica.loc.gov/lccn/sn83030213/1861-05-25/ed-1/seq-2/)[29/ed-1/seq-4/](http://chroniclingamerica.loc.gov/lccn/sn83030213/1861-05-25/ed-1/seq-4/)

The Oxford Intelligencer. (Oxford, Miss., C.S.A.), 29 May 1861. Chronicling America: Historic American Newspapers. Lib. of Congress.

<http://chroniclingamerica.loc.gov/lccn/sn87065471/1861-05-29/ed-1/seq-1/>

**MISSISSIPPI DEPARTMENT OF HISTORY LESSON PLANS
TEACHER EVALUATION**

COMPLETE BOTH SIDES AND PLEASE MAIL OR FAX TO THE ADDRESS ON THE NEXT PAGE. THANK YOU!

TEACHER NAME _____

SCHOOL NAME & ADDRESS _____

EMAIL (OPTIONAL) _____

TOTAL NUMBER OF STUDENTS _____ GRADE LEVEL _____

LESSON TITLE Newspaper Accounts of the Civil War

1. In your opinion, did this unit elicit better than average student response; if so, how?
2. Which segments of the unit exceeded your students' attention span?
3. Will this unit be of assistance to you in developing future classroom activities; if so, how?
4. How did this unit add to your earlier teaching on the same subject?
5. Would this teaching unit be handier to use as a:
___ multi-day unit ___ multi-week unit ___ other
6. Were the activities and lessons appropriate for your students? How?

Please rate the following lesson materials and activities by circling the appropriate number.
4=excellent, 3=good, 2=average, 1=inadequate

Directions and Notes	4	3	2	<u>1</u>
Curricular Connections	4	3	2	<u>1</u>
Student Worksheets	4	3	2	<u>1</u>
Primary Source Documents	4	3	2	<u>1</u>
References and Resources	4	3	2	<u>1</u>
Activity One	4	3	2	<u>1</u>
Extension Activities	4	3	2	<u>1</u>
Overall Lesson	4	3	2	<u>1</u>

We would appreciate any additional comments on this teaching unit and any suggestions for improvement. Comments may be entered in the space below.

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